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

<table>
<thead>
<tr>
<th>Facilitator Notes</th>
<th>Accompanying Slides</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Officially welcome the participants. Introduce yourself (if necessary).</strong></td>
<td></td>
</tr>
<tr>
<td>Explain: Module 2 is intended to dive deeper into the new KAS for Career Studies 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. In section 1, participants will explore the Essential Skills.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
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)
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.

Share information on the slide with the group.

Essential Skills Definitions

<table>
<thead>
<tr>
<th>Skill</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptability</td>
<td>Openness to learning and problem solving, an ability to embrace new ways of doing things and a capability for critical thinking</td>
</tr>
<tr>
<td>Diligence</td>
<td>Seeing a task through to completion</td>
</tr>
<tr>
<td>Initiative</td>
<td>Taking appropriate action when needed without waiting for direct instruction</td>
</tr>
<tr>
<td>Knowledge</td>
<td>- Exhibiting an understanding of work-related information</td>
</tr>
<tr>
<td></td>
<td>- The ability to apply that understanding to a job</td>
</tr>
<tr>
<td></td>
<td>- Effectively explain the concepts to colleagues in reading, writing, mathematics, science and technology as required by the job</td>
</tr>
<tr>
<td>Reliability</td>
<td>Showing up on time, wearing appropriate attire, self-control, motivation and ethical behavior</td>
</tr>
<tr>
<td>Drug free</td>
<td>Remaining drug free</td>
</tr>
<tr>
<td>Communication</td>
<td>- Working well with others, including effective communication skills</td>
</tr>
<tr>
<td></td>
<td>- Respect for different points of view and diversity of coworkers</td>
</tr>
<tr>
<td></td>
<td>- Ability to cooperate and collaborate</td>
</tr>
<tr>
<td></td>
<td>- Enthusiasm</td>
</tr>
<tr>
<td></td>
<td>- Ability to provide appropriate leadership to or support for colleagues</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Facilitator Notes</th>
<th>Accompanying Slides</th>
</tr>
</thead>
</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. |

**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)
<table>
<thead>
<tr>
<th>Facilitator Notes</th>
<th>Accompanying Slides</th>
</tr>
</thead>
</table>
| 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. | **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 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. | **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.  
**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.                                                                                                                                 |
| 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.                                                                                                                                 |                                                                                                                                                         |
### 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.

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### 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.

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

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#### 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?
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.

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.

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?
<table>
<thead>
<tr>
<th>Facilitator Notes</th>
<th>Accompanying Slides</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop here if you are completing: Section 1: PLC Study for Essential Skills only. Continue to Section 2: PLC Study for Careers</td>
<td>Stop here if you are completing: Section 1: PLC Study for Essential Skills only. Continue to Section 2: PLC Study for Careers.</td>
</tr>
</tbody>
</table>

Note upcoming sections.

<table>
<thead>
<tr>
<th>Coming Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Section 2: PLC Study for Careers</td>
</tr>
<tr>
<td>• Section 3: PLC Study for Financial Literacy</td>
</tr>
</tbody>
</table>
# Section 2: PLC Study for Career Studies

<table>
<thead>
<tr>
<th>Facilitator Notes</th>
<th>Accompanying Slides</th>
</tr>
</thead>
</table>
| **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. | ![Getting to Know the Kentucky Academic Standards for Career Studies](image)  
**Module 2: Section 2**  
PLC Study for Careers |

| **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](image)  
- 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. |
<table>
<thead>
<tr>
<th>Facilitator Notes</th>
<th>Accompanying Slides</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td><strong>Session Overview</strong></td>
</tr>
<tr>
<td></td>
<td>• What are the goals and guidelines for Career Studies?</td>
</tr>
<tr>
<td></td>
<td>• Career Studies PLC Studies</td>
</tr>
<tr>
<td></td>
<td>• Part I – Standards Exploration</td>
</tr>
<tr>
<td></td>
<td>• Part II – Standards Integration</td>
</tr>
<tr>
<td></td>
<td>• Part III – Standards Mapping</td>
</tr>
<tr>
<td></td>
<td>• Each part requires 30-60 minutes</td>
</tr>
<tr>
<td>Share information with the group. Invite participants to reflect and/or comment on the information.</td>
<td><strong>Career Development IS:</strong></td>
</tr>
<tr>
<td></td>
<td>• A lifelong process of personal discovery, gaining knowledge and refining skills</td>
</tr>
<tr>
<td></td>
<td>• Navigating your path through learning and work</td>
</tr>
<tr>
<td></td>
<td>• Evaluating options to inform decisions</td>
</tr>
<tr>
<td></td>
<td>• Developing resilience as you progress on your journey</td>
</tr>
<tr>
<td></td>
<td><strong>Career Development IS NOT:</strong></td>
</tr>
<tr>
<td></td>
<td>• Choosing &quot;one&quot; occupation for life</td>
</tr>
<tr>
<td></td>
<td>• Making &quot;one&quot; perfect education choice</td>
</tr>
<tr>
<td></td>
<td>• Finding &quot;one&quot; perfect job</td>
</tr>
</tbody>
</table>
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.

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

<table>
<thead>
<tr>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploration</td>
<td>Reasons why people need to work, e.g., to meet basic needs</td>
<td>Explore broader reasons why people work, e.g., contribute to society, personal satisfaction</td>
<td>Connection between income, valued, interests and lifestyles</td>
</tr>
<tr>
<td>Career Clusters</td>
<td>Introduction to K-12 Career Clusters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation</td>
<td>Begin to develop necessary academic skills</td>
<td>Continue to develop academic skills</td>
<td>Continue to develop academic skills</td>
</tr>
<tr>
<td>Application</td>
<td>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</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
**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.
- **Part III – Standards Mapping** guides teachers to determine where and when these standards are taught.

**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.
### 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.

---

**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.

---

### Accompanying Slides

#### Part II – Standards Integration – Careers

- 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 Career Standard to support student learning. What would explicit/implicit instruction look like for this skill?
- d. How would you assess this skill?

#### Part III – Standards Mapping – Careers

- 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.
<table>
<thead>
<tr>
<th>Facilitator Notes</th>
<th>Accompanying Slides</th>
</tr>
</thead>
</table>
| Allow a few minutes for participants to reflect on this question. Note any questions that require follow-up. | 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? |
| Coming Up  
Section 3: PLC Study for Financial Literacy | Coming Up  
• Section 3: PLC Study for Financial Literacy |
<table>
<thead>
<tr>
<th>Facilitator Notes</th>
<th>Accompanying Slides</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stop</strong> here if you are completing Section 2: PLC Study for Careers only</td>
<td>Stop here if you are completing: Section 2: PLC Study for Careers <em>only</em>.</td>
</tr>
<tr>
<td>Continue to Section 3: PLC Study for Financial Literacy</td>
<td>Continue to Section 3: PLC Study for Financial Literacy.</td>
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<tr>
<td>Facilitator Notes</td>
<td>Accompanying Slides</td>
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<td>---------------------</td>
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<tr>
<td><strong>Title Slide:</strong> Module 2: Section 3 PLC Study for Financial Literacy</td>
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</tr>
<tr>
<td><strong>NOTE: Skip this slide if continuing from Section 2.</strong></td>
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<td>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.</td>
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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:** 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

#### 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
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.

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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.

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**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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**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?
### Facilitator Notes

**Time Required:** 30-60 minutes

**Materials:**
- 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**

- 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 Financial Literacy standard. What would explicit/implicit instruction look like for this skill?
- d. How would you assess this skill?

### 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.

This tool may also be used when evaluating new curriculum to identify instructional gaps.
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<tr>
<th><strong>Facilitator Notes</strong></th>
<th><strong>Accompanying Slides</strong></th>
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| Allow a few minutes for participants to reflect on this question. Note any questions that require follow-up. | **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? |