

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

## **Facilitator's Guide**

**Spring 2020**

Table of Contents:

[Module Overview](#) ..... 3

    About This Guide..... 3

    Goals ..... 4

    Intended Audiences: ..... 4

    Materials..... 4

[Using These Tools](#) ..... 5

    Time Requirement..... 5

    Planning Ahead..... 5

[Preparation...](#)..... 7

[Section 1: PLC Study for Essential Skills](#)..... 8

[Section 2: PLC Study for Careers](#)..... 16

[Section 3: PLC Study for Financial Literacy](#)..... 24

## 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](mailto: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](http://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)

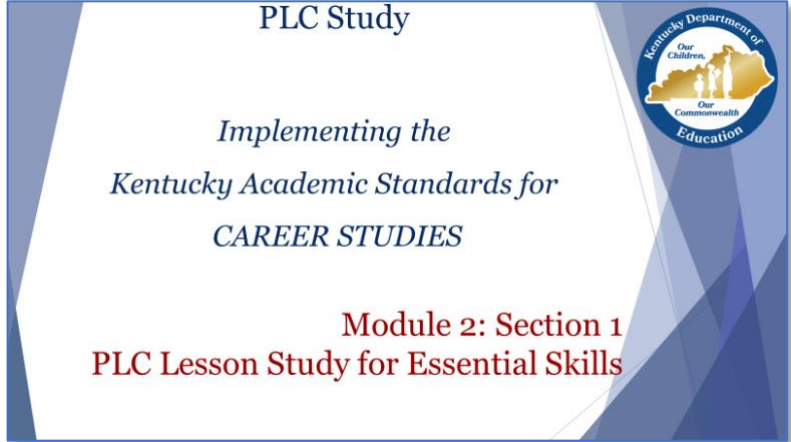
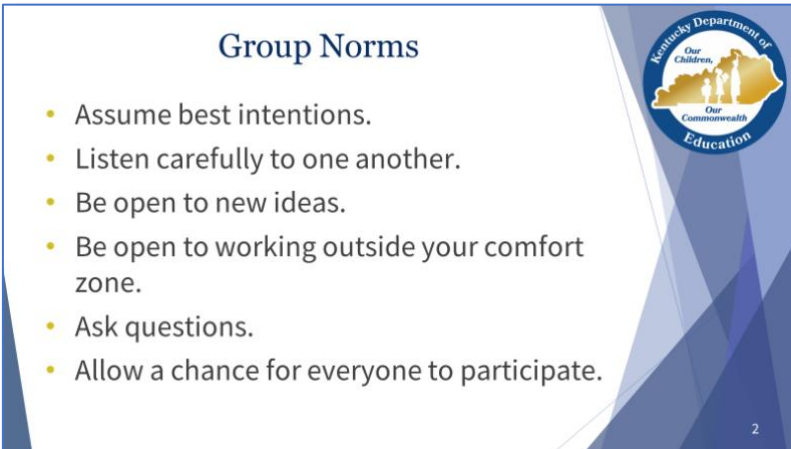
## Work Session Suggestion

### Building a Community

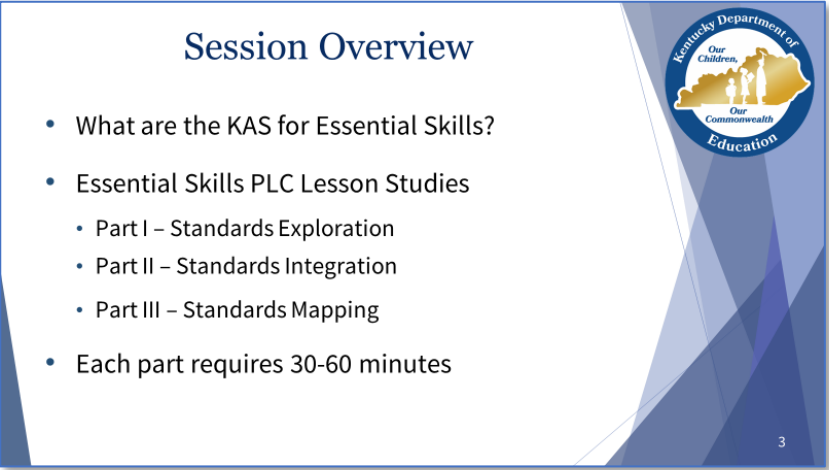
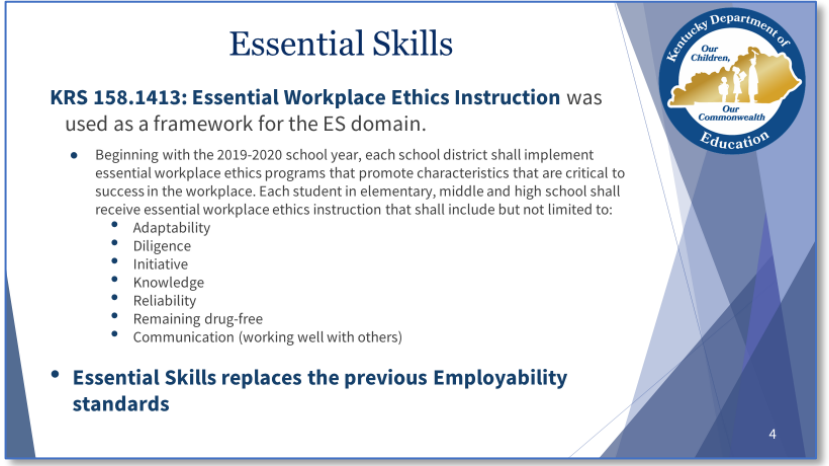
Building a community is important for any group that will work together, especially if participants have not worked together before. The concept is the same as building a safe, respectful, productive classroom climate. Incorporating community-building into each session builds trust, shows participants 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"><li>• Assume best intentions.</li><li>• Listen carefully to one another.</li><li>• Be open to new ideas.</li><li>• Be open to working outside your comfort zone.</li><li>• Ask questions.</li><li>• Allow a chance for everyone to participate.</li></ul>



Facilitator Notes	Accompanying Slides
<p>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.</p>	 <p><b>Session Overview</b></p> <ul style="list-style-type: none"> <li>• What are the KAS for Essential Skills?</li> <li>• Essential Skills PLC Lesson Studies             <ul style="list-style-type: none"> <li>• Part I – Standards Exploration</li> <li>• Part II – Standards Integration</li> <li>• Part III – Standards Mapping</li> </ul> </li> <li>• Each part requires 30-60 minutes</li> </ul> <p><i>(Slide includes Kentucky Department of Education logo and page number 3)</i></p>
<p>Explain: The Essential Skills domain replaces the previous Employability Skills domain.</p> <p>The slide shows <b>KRS 158.1413 Essential Workplace Ethics Instruction</b> which was used as a framework for the ES domain.</p> <ul style="list-style-type: none"> <li>• 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:             <ul style="list-style-type: none"> <li>• Adaptability</li> <li>• Diligence</li> <li>• Initiative</li> <li>• Knowledge</li> <li>• Reliability</li> <li>• Remaining drug-free</li> <li>• Communication (working well with others)</li> </ul> </li> </ul>	 <p><b>Essential Skills</b></p> <p><b>KRS 158.1413: Essential Workplace Ethics Instruction</b> was used as a framework for the ES domain.</p> <ul style="list-style-type: none"> <li>• 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:             <ul style="list-style-type: none"> <li>• Adaptability</li> <li>• Diligence</li> <li>• Initiative</li> <li>• Knowledge</li> <li>• Reliability</li> <li>• Remaining drug-free</li> <li>• Communication (working well with others)</li> </ul> </li> <li>• <b>Essential Skills replaces the previous Employability standards</b></li> </ul> <p><i>(Slide includes Kentucky Department of Education logo and page number 4)</i></p>

## 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	
<b>Adaptability</b>	openness to learning and problem solving, an ability to embrace new ways of doing things and a capability for critical thinking
<b>Diligence</b>	seeing a task through to completion
<b>Initiative</b>	taking appropriate action when needed without waiting for direct instruction
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• exhibiting an understanding of work-related information</li> <li>• the ability to apply that understanding to a job</li> <li>• effectively explain the concepts to colleagues in reading, writing, mathematics, science and technology as required by the job</li> </ul>
<b>Reliability</b>	showing up on time, wearing appropriate attire, self-control, motivation and ethical behavior
<b>Drug free</b>	remaining drug-free
<b>Communication</b>	<ul style="list-style-type: none"> <li>• working well with others, including effective communication skills</li> <li>• respect for different points of view and diversity of coworkers</li> <li>• ability to cooperate and collaborate</li> <li>• enthusiasm</li> <li>• ability to provide appropriate leadership to or support for colleagues</li> </ul>



5

Share information on the slide with the group.

### The KAS for Career Studies are...

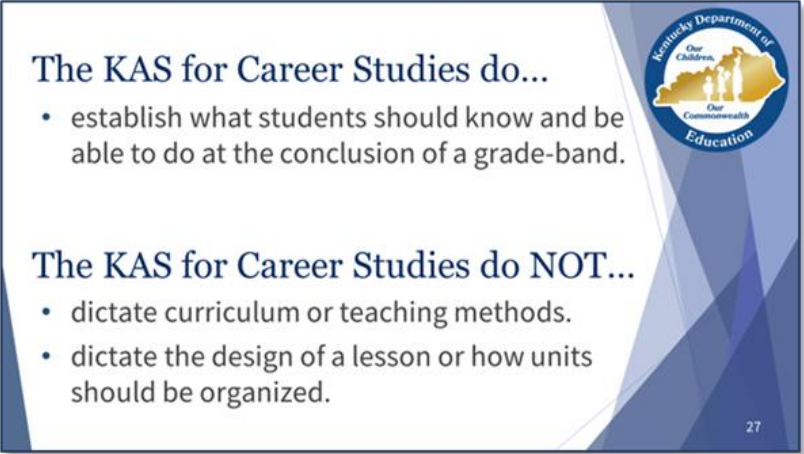
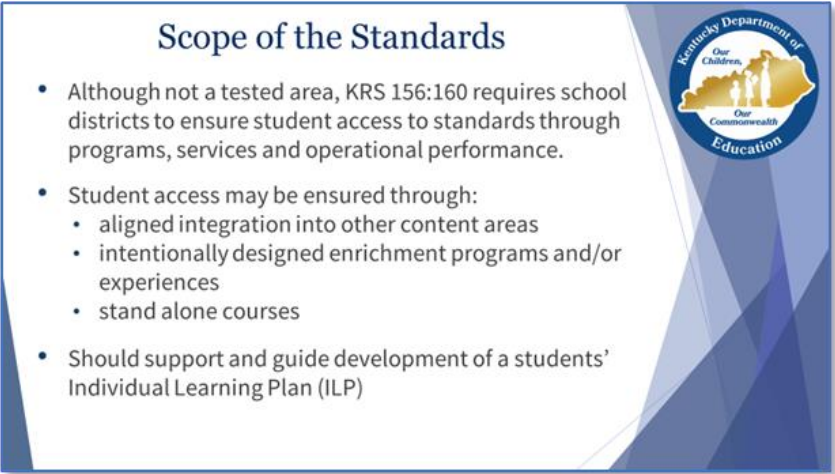
- goals or outcome of an education program.
- statements of what students should be able to do after instruction.

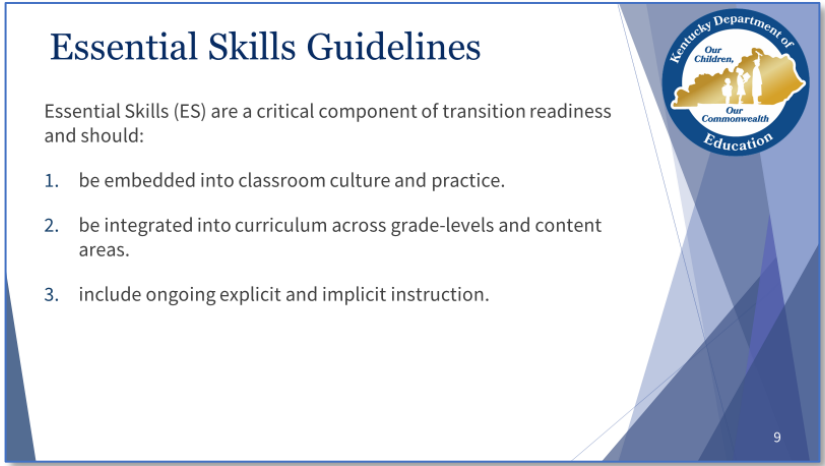
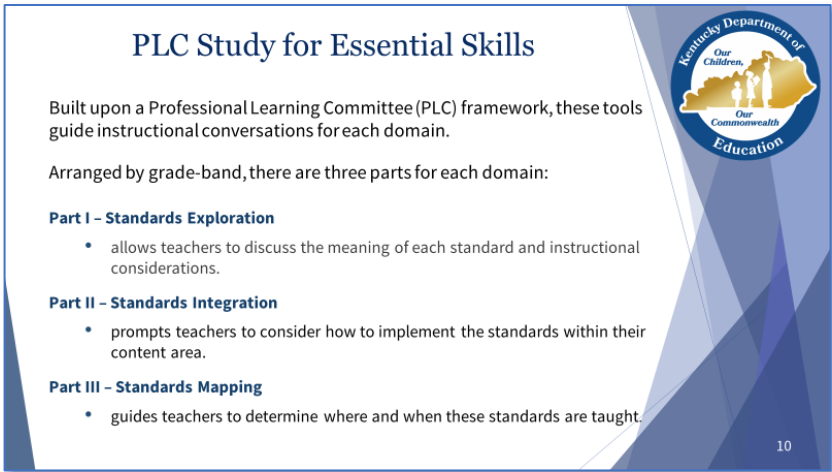
### The KAS for Career Studies are NOT...

- a set of instructional or assessment tasks.



6

Facilitator Notes	Accompanying Slides
<p>Share information on the slide with the group.</p>	 <p><b>The KAS for Career Studies do...</b></p> <ul style="list-style-type: none"> <li>• establish what students should know and be able to do at the conclusion of a grade-band.</li> </ul> <p><b>The KAS for Career Studies do NOT...</b></p> <ul style="list-style-type: none"> <li>• dictate curriculum or teaching methods.</li> <li>• dictate the design of a lesson or how units should be organized.</li> </ul> <p>27</p>
<p>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.</p> <p>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.</p>	 <p><b>Scope of the Standards</b></p> <ul style="list-style-type: none"> <li>• Although not a tested area, KRS 156:160 requires school districts to ensure student access to standards through programs, services and operational performance.</li> <li>• Student access may be ensured through: <ul style="list-style-type: none"> <li>• aligned integration into other content areas</li> <li>• intentionally designed enrichment programs and/or experiences</li> <li>• stand alone courses</li> </ul> </li> <li>• Should support and guide development of a students' Individual Learning Plan (ILP)</li> </ul>

Facilitator Notes	Accompanying Slides
<p>Explain that Essential Skills (ES) are a critical component of transition readiness and should:</p> <ol style="list-style-type: none"> <li>1. be embedded into classroom culture and practice.</li> <li>2. be integrated into curriculum across grade-levels and content areas.</li> <li>3. include ongoing explicit and implicit instruction.</li> </ol>	 <p><b>Essential Skills Guidelines</b></p> <p>Essential Skills (ES) are a critical component of transition readiness and should:</p> <ol style="list-style-type: none"> <li>1. be embedded into classroom culture and practice.</li> <li>2. be integrated into curriculum across grade-levels and content areas.</li> <li>3. include ongoing explicit and implicit instruction.</li> </ol> <p>The slide features a blue geometric background on the right side and the Kentucky Department of Education logo in the top right corner. The number 9 is in the bottom right corner.</p>
<p>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.</p> <p>Arranged by grade-band, there are three parts for each domain:</p> <p><b>Part I – Standards Exploration</b></p> <ul style="list-style-type: none"> <li>• allows teachers to discuss the meaning of each standard and instructional considerations.</li> </ul> <p><b>Part II – Standards Integration</b></p> <ul style="list-style-type: none"> <li>• prompts teachers to consider how to implement the standards within their content area.</li> </ul> <p><b>Part III – Standards Mapping</b></p> <ul style="list-style-type: none"> <li>• guides teachers to determine where and when these standards are taught.</li> </ul>	 <p><b>PLC Study for Essential Skills</b></p> <p>Built upon a Professional Learning Committee (PLC) framework, these tools guide instructional conversations for each domain.</p> <p>Arranged by grade-band, there are three parts for each domain:</p> <p><b>Part I – Standards Exploration</b></p> <ul style="list-style-type: none"> <li>• allows teachers to discuss the meaning of each standard and instructional considerations.</li> </ul> <p><b>Part II – Standards Integration</b></p> <ul style="list-style-type: none"> <li>• prompts teachers to consider how to implement the standards within their content area.</li> </ul> <p><b>Part III – Standards Mapping</b></p> <ul style="list-style-type: none"> <li>• guides teachers to determine where and when these standards are taught.</li> </ul> <p>The slide features a blue geometric background on the right side and the Kentucky Department of Education logo in the top right corner. The number 10 is in the bottom right corner.</p>

## 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	Instructional Considerations	Instructional Notes
ES.1.1 ES.1.2	Identify ways to approach and/or solve a problem. Demonstrate flexibility and willingness to try new things (e.g., critical thinking, problem solving).	
ES.1.3 ES.1.4	Demonstrate confidence and persistence by showing willingness to complete a task. Create and practice character goals.	
ES.1.5 ES.1.6 ES.1.7	Practice on-task behavior with essential direction. Use failure as a learning opportunity. 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) <small>(What content, skills or practices do students need to demonstrate on their own to be proficient in this standard/s for the unit?)</small>	Opportunities to Align to ESSENTIAL SKILLS		Strategies to Assess <small>(What are possible strategies or ways to assess these skills?)</small>
		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	Where/When 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	Where/When Will This be Taught?
ES.3	Demonstrate resilience and perseverance by showing willingness to complete a task.	
ES.4	Create and practice short-term goals.	

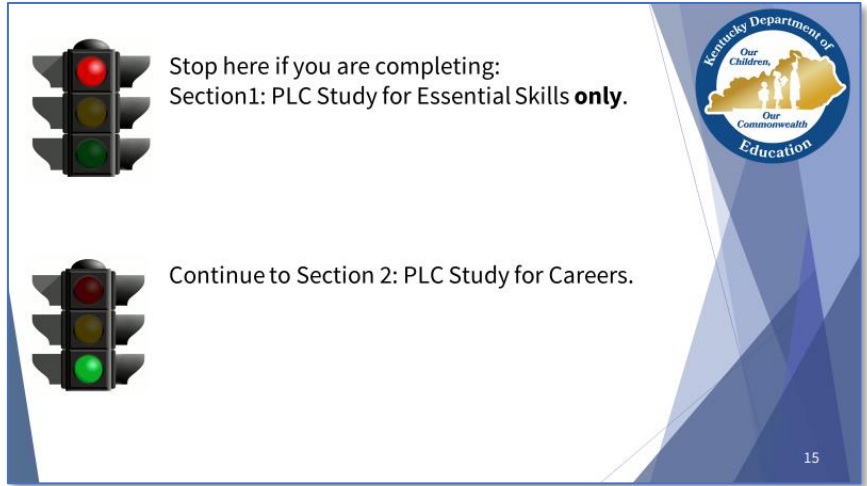
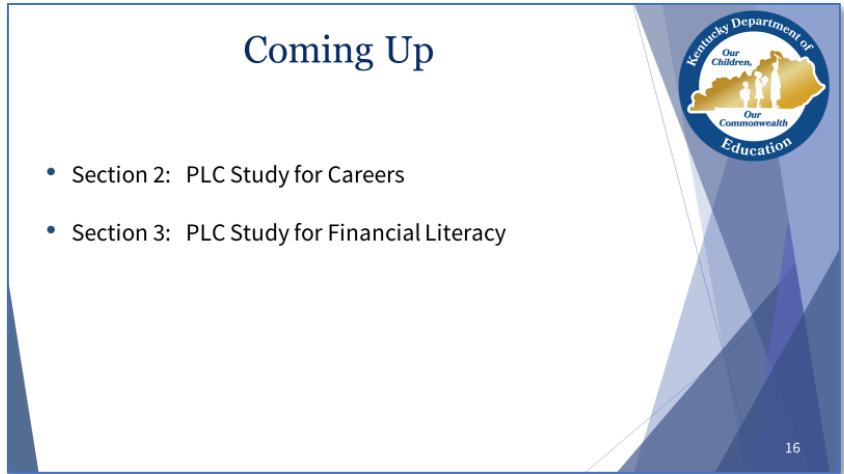
Standard	INITIATIVE	Where/When Will This be Taught?
ES.5	Practice on-task behaviors with minimal direction.	
ES.6	Use failure as a learning opportunity.	
ES.7	Practice personal responsibility.	

Standard	KNOWLEDGE	Where/When 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

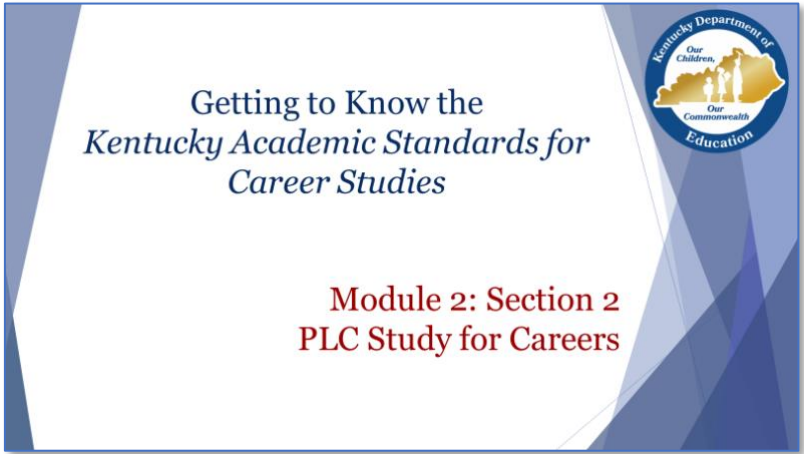
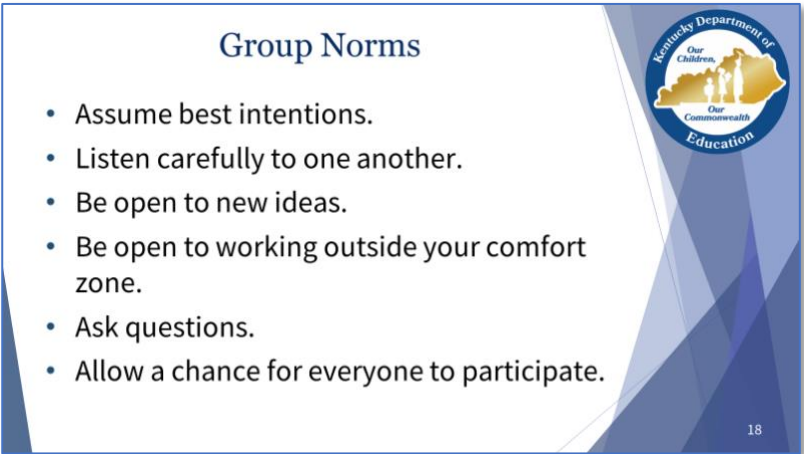


What are one or two next steps to ensure that students have equitable access to ESSENTIAL SKILLS instruction within your course or grade-band?

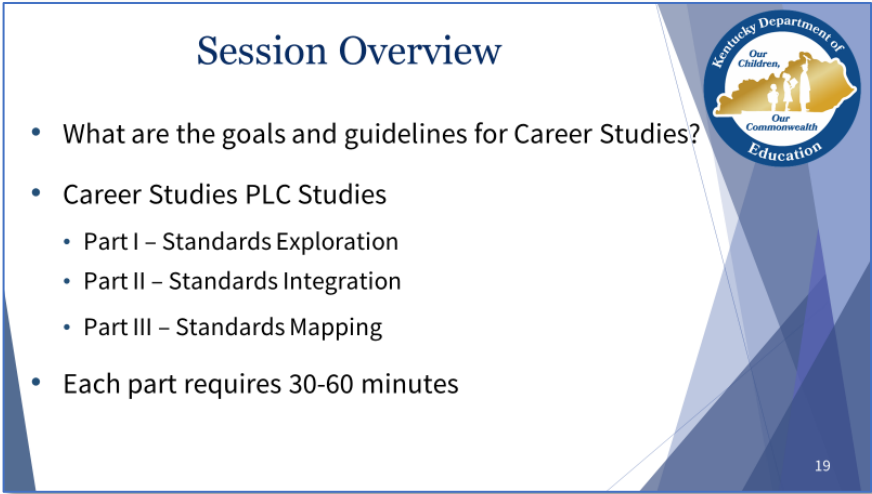

Facilitator Notes	Accompanying Slides
<p>Stop here if you are completing: Section1: PLC Study for Essential Skills only.</p> <p>Continue to Section 2: PLC Study for Careers</p>	 <p>Slide 15 features a blue geometric background with the Kentucky Department of Education logo in the top right corner. On the left, there are two traffic light icons. The top traffic light has the red light illuminated, and the bottom traffic light has the green light illuminated. To the right of the top traffic light is the text "Stop here if you are completing: Section1: PLC Study for Essential Skills <b>only</b>." To the right of the bottom traffic light is the text "Continue to Section 2: PLC Study for Careers." The number "15" is in the bottom right corner.</p>
<p>Note upcoming sections.</p>	 <p>Slide 16 features a blue geometric background with the Kentucky Department of Education logo in the top right corner. The title "Coming Up" is centered at the top in a large blue font. Below the title is a bulleted list: <ul style="list-style-type: none"> <li>• Section 2: PLC Study for Careers</li> <li>• Section 3: PLC Study for Financial Literacy</li> </ul> The number "16" is in the bottom right corner.</p>



## Section 2: PLC Study for Career Studies

Facilitator Notes	Accompanying Slides
<p><b>NOTE:</b> <i>If facilitating on a different day, 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. In section 2, participants will explore the Careers domain.</p>	 <p>Getting to Know the <i>Kentucky Academic Standards for Career Studies</i></p> <p>Module 2: Section 2 PLC Study for Careers</p>
<p><b>NOTE:</b> <i>Skip this slide if continuing from Section 1.</i></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"><li>• Assume best intentions.</li><li>• Listen carefully to one another.</li><li>• Be open to new ideas.</li><li>• Be open to working outside your comfort zone.</li><li>• Ask questions.</li><li>• Allow a chance for everyone to participate.</li></ul> <p>18</p>



Facilitator Notes	Accompanying Slides
<p>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.</p>	 <p><b>Session Overview</b></p> <ul style="list-style-type: none"> <li>• What are the goals and guidelines for Career Studies?</li> <li>• Career Studies PLC Studies <ul style="list-style-type: none"> <li>• Part I – Standards Exploration</li> <li>• Part II – Standards Integration</li> <li>• Part III – Standards Mapping</li> </ul> </li> <li>• Each part requires 30-60 minutes</li> </ul> <p>19</p>
<p>Share information with the group. Invite participants to reflect and/or comment on the information.</p>	 <p><b>Career Development IS:</b></p> <ul style="list-style-type: none"> <li>• A lifelong process of personal discovery, gaining knowledge and refining skills</li> <li>• Navigating your path through learning and work</li> <li>• Evaluating options to inform decisions</li> <li>• Developing resilience as you progress on your journey</li> </ul> <p><b>Career Development IS NOT:</b></p> <ul style="list-style-type: none"> <li>• Choosing “one” occupation for life</li> <li>• Making “one” perfect education choice</li> <li>• Finding “one” perfect job</li> </ul> <p>20</p>

## 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.



20

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

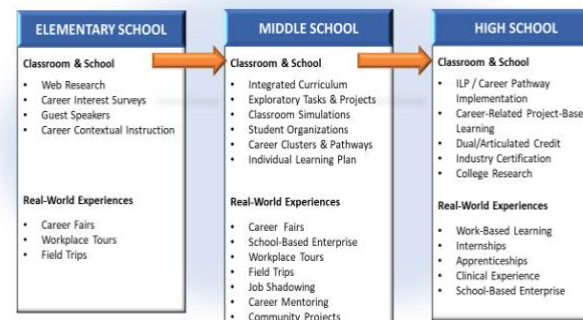
- “What instruction/experiences should students have had in the previous grade-band?”
- “How will the instruction/experiences in my grade-band impact student success in the next?”

Allow 5 minutes for questions or discussion.

Share these instructional guidelines with participants.

## Accompanying Slides

### Career Development Continuum



### 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).



## 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.

## 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.



25

### 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

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?
- Highlight any terms, concepts or ideas you wish to explore deeper.

Standard	EXPLANATION	INSTRUCTIONAL NOTES
C.9.1	Identify career paths and related careers related to career cluster or pathway.	
C.9.2	Describe a variety of resources available in planning and preparing for career exploration or career choice or selection.	
C.9.3	Describe career or field, e.g., academic and technical, health, agriculture, arts, education, engineering, technology, information, etc., that aligns with a variety of opportunities for career career pathway.	
C.9.4	Identify and describe the educational path to prepare for career career 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**

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?

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

**Next Steps:** What are one or two concrete next steps to make sure that career-grade books are aligned to the CAREER standards to ensure that students get Transition ready?



### 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**

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.

EXPLANATION	Where/When Will This Be Taught?
C.M.1 Explain how career choices impact thoughts.	
C.M.2 Explain the cost (monetary and time) of post-secondary and technical education, including possible sources of funding.	
C.M.3 Explain how roles in the workplace and community are constantly changing (e.g., Worker to make products, service employees, use of various tools to create and deliver and technological impacts on industry).	
C.M.4 Identify resources (technology, resources, training, mentoring, career fairs, etc.) that can be used for learning job and career information.	
C.M.5 Use information from personal inventory (strengths to explore and interests plus within the 1000 Career Clusters) to guide educational pathway choices at the secondary level.	



### Facilitator Notes:

Time Required: 30-60 minutes

### Materials:

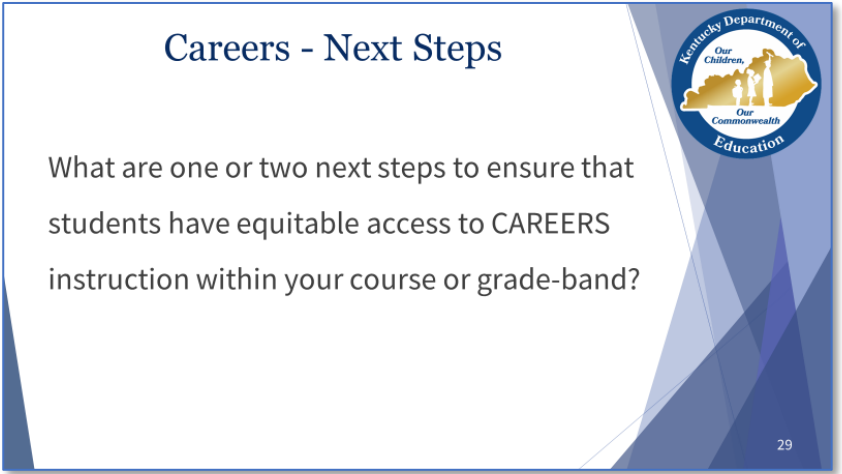
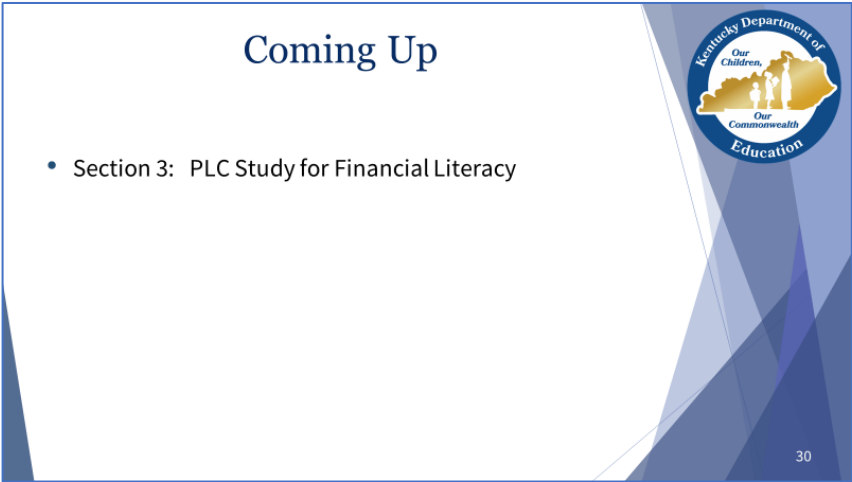
Each participant needs a copy of the:

- 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.

Facilitator Notes	Accompanying Slides
<p>Allow a few minutes for participants to reflect on this question. Note any questions that require follow-up.</p>	 <p><b>Careers - Next Steps</b></p> <p>What are one or two next steps to ensure that students have equitable access to CAREERS instruction within your course or grade-band?</p> <p>29</p>
<p>Coming Up</p> <p>Section 3: PLC Study for Financial Literacy</p>	 <p><b>Coming Up</b></p> <ul style="list-style-type: none"> <li>Section 3: PLC Study for Financial Literacy</li> </ul> <p>30</p>

## 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**.

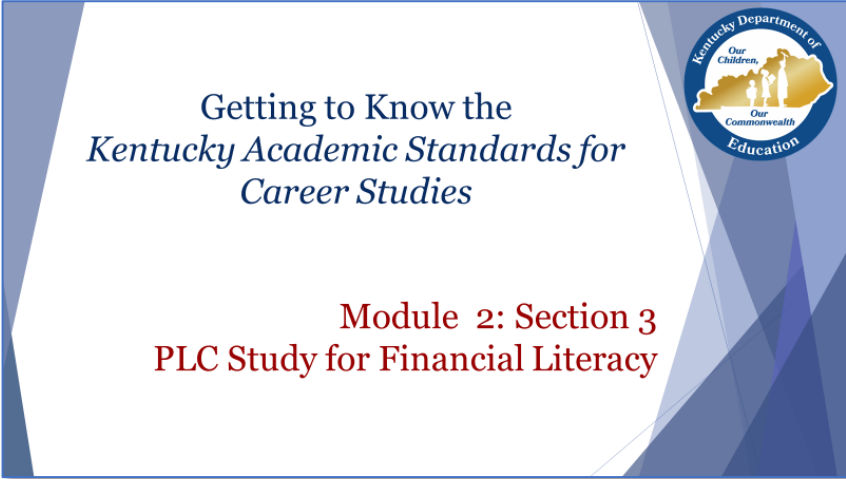
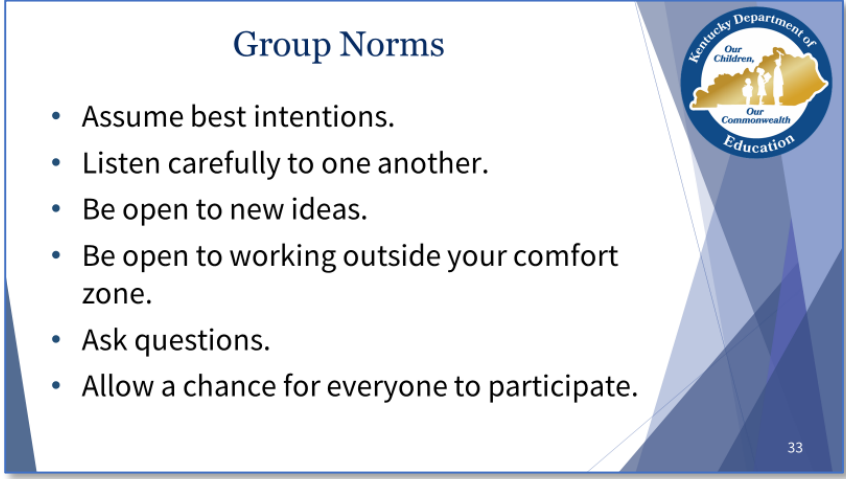


Continue to Section 3: PLC Study for  
Financial Literacy.

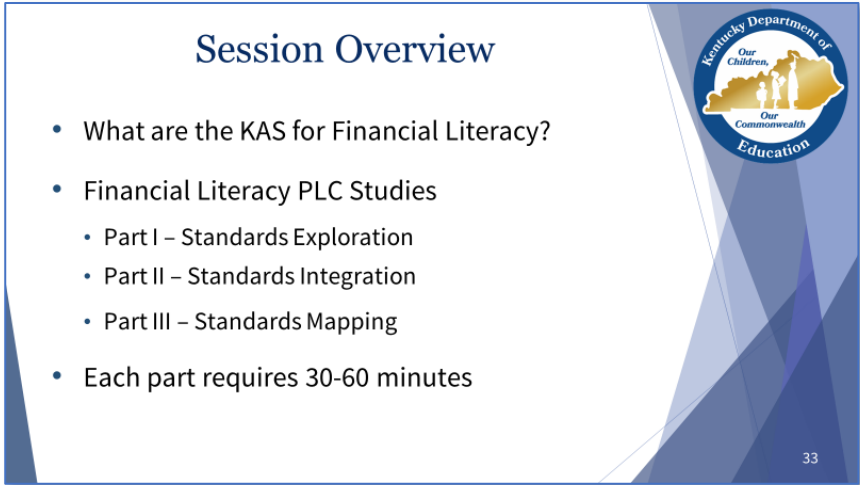
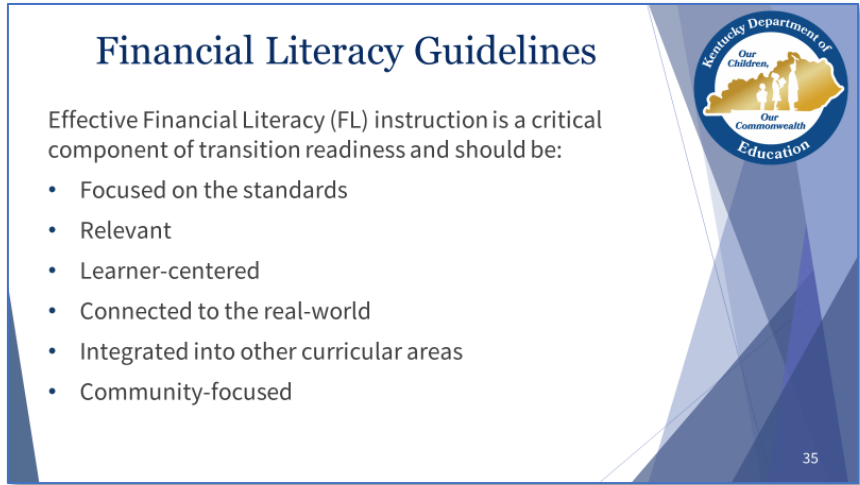


30

## 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>The slide features a blue and white geometric design. The title "Getting to Know the Kentucky Academic Standards for Career Studies" is in blue. Below it, "Module 2: Section 3 PLC Study for Financial Literacy" is in red. The Kentucky Department of Education logo is in the top right corner.</p>
<p><b>NOTE: Skip this slide if continuing from Section 2.</b></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>The slide features a blue and white geometric design. The title "Group Norms" is in blue. Below it is a list of six norms. The Kentucky Department of Education logo is in the top right corner. The number 33 is in the bottom right corner.</p> <ul style="list-style-type: none"><li>• Assume best intentions.</li><li>• Listen carefully to one another.</li><li>• Be open to new ideas.</li><li>• Be open to working outside your comfort zone.</li><li>• Ask questions.</li><li>• Allow a chance for everyone to participate.</li></ul>



Facilitator Notes	Accompanying Slides
<p><b>Explain:</b> 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</p>	 <p><b>Session Overview</b></p> <ul style="list-style-type: none"> <li>• What are the KAS for Financial Literacy?</li> <li>• Financial Literacy PLC Studies <ul style="list-style-type: none"> <li>• Part I – Standards Exploration</li> <li>• Part II – Standards Integration</li> <li>• Part III – Standards Mapping</li> </ul> </li> <li>• Each part requires 30-60 minutes</li> </ul> <p>33</p>
<p>Share information from the slide with participants.</p>	 <p><b>Financial Literacy Guidelines</b></p> <p>Effective Financial Literacy (FL) instruction is a critical component of transition readiness and should be:</p> <ul style="list-style-type: none"> <li>• Focused on the standards</li> <li>• Relevant</li> <li>• Learner-centered</li> <li>• Connected to the real-world</li> <li>• Integrated into other curricular areas</li> <li>• Community-focused</li> </ul> <p>35</p>

## 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



33

### 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?

Standard	CAREERS, EDUCATION & INCOME	INSTRUCTIONAL NOTES
FL.M.1	Describe and compare financial goals for the future based on individual career choice and lifestyle expectations to meet the needs of individuals and families.	
FL.M.2	Explain how income can be earned (e.g., wages, commission) or generated (e.g., interest, capital gains).	
FL.M.3	Explain and compare (a.) wages and salaries versus potential deductions (e.g., Social Security, Medicare, etc.)	
Standard	CREDIT & DEBT	INSTRUCTIONAL NOTES
FL.M.4	Compare a variety of credit sources from which consumers can choose to borrow.	
FL.M.5	Compare the costs and benefits of borrowing on credit that are tied to making a good borrowing decision.	
Standard	DEBT ORIGIN, BUDGETING & MONEY MANAGEMENT	INSTRUCTIONAL NOTES
FL.M.6	Evaluate financial management resources and how they are needed to meet the goals of individuals and families (e.g., a.) Prioritizing financial goals, b.) Creating a budget including income, expenses (fixed/flexible), and savings.	



36

## 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 6-8**

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, habits 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?
FL.6.1 Identify the financial impacts of a career choice. a. Examine 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.		
FL.6.2 Analyze how economic conditions can affect income and career opportunities (e.g. job outlook and cost of living).		
FL.6.3 Evaluate the costs of funding sources for postsecondary education and training. a. Identify funding sources (e.g. loans, scholarships, grants, work study, tuition) to assess its potential under various opportunities and available costs. b. Examine the process for and benefits of Free Application for Federal Student Aid (FAFSA) completion.		
FL.6.4 Analyze components of employment compensation. a. Compare compensation methods including hourly, salary and commission-based packages. b. Examine benefits packages and retirement plan options and how they add value to total reward compensation. c. Recognize that salaries and benefits may be negotiable.		
FL.6.5 Analyze the factors that determine net income. a. Interpret a paycheck stub. b. Differentiate between gross, net and taxable income. c. Define the purpose of all fees (e.g., 401K, 403B, 457, etc.).		

Facilitator Notes	Accompanying Slides
<p>Allow a few minutes for participants to reflect on this question. Note any questions that require follow-up.</p>	<div data-bbox="1102 162 1953 641"><h3>Financial Literacy - Next Steps</h3><p>What are one or two next steps to ensure that students have equitable access to FINANCIAL LITERACY instruction within your course or grade-band?</p><p>40</p></div>