

Characteristics of Highly Effective Teaching and Learning in Practical Living and Career Studies

Section One: Learning Climate

Learning Climate: a safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted

Teacher Characteristics:

A- Teacher creates learning environments where students are active participants as individuals and as members of collaborative groups. The teacher:

- 1) creates a safe learning environment in which students are active participants in the processes of critical thinking, decision making, questioning, sharing, discussing, reasoning, analyzing and making practical application of the content in Practical Living/ Career Studies (Health, Consumerism, Physical Education and Career Studies) and specific Career and Technical Education program areas.
- 2) provides student centered learning opportunities that actively engage all students as individuals and as members of collaborative groups.

B- Teacher motivates students and nurtures their desire to learn in a safe, healthy and supportive environment which develops compassion and mutual respect. The teacher:

- 1) creates and nurtures a learning environment which encompasses empathy, compassion, and mutual respect that motivates students to achieve at high levels.
- 2) respects the right of each student to ask questions and to request resources in the areas of PL/CS (Health, Physical Education, Consumerism, Career Studies and CTE Program Areas) to enhance, understand and add clarity to learning .

C- Teacher cultivates cross cultural understandings and the value of diversity.

D- Teacher encourages students to accept responsibility for their own learning and accommodates the diverse learning needs of all students. The teacher:

- 1) encourages students to accept responsibility and take educational risk for their own learning.
- 2) accommodates the diverse learning needs of all students.

E- Teacher displays effective and efficient classroom management that includes classroom routines that promote comfort, order and appropriate student behaviors. The teacher:

- 1) displays effective and efficient classroom management (e.g., facilitating group work, using equipment, technology, implementing safety standards adhering to legal and ethical practices and instructional strategies which relate to real world experiences).

F- Teacher provides students equitable access to technology, space, tools and time.

G- Teacher effectively allocates time for students to engage in hands-on experiences, discuss and process content and make meaningful connections. The teacher:

1) allocates time for students to engage in classroom and laboratory experiences related to course content and participate in global communities.

H- Teacher designs lessons that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of learning. The teacher:

1) designs lessons that allow students to participate in activities in which they understand that learning is a process which provides links to continuing education, life and career options.

I- Teacher creates an environment where student work is valued, appreciated and used as a learning tool.

Student Characteristics:

A- Student accepts responsibility for his/her own learning.

B- Student actively participates and is authentically engaged.

C- Student collaborates/teams with other students.

D- Student exhibits a sense of accomplishment and confidence. The student:

1) exhibits confidence, a sense of accomplishment and responsibility for personal behavior.

E- Student takes educational risks in class.

F- Student practices and engages in safe, responsible and ethical use of technology

Section Two: Classroom Assessment and Reflection

Classroom Assessment and Reflection: the teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction

Teacher Characteristics:

A- Teacher uses multiple methods to systematically gather data about student understanding and ability. The teacher:

1) uses state standards in developing classroom assessments which model state assessments for Kentucky Occupational Skills Standards Assessment (KOSSA).

2) provides multiple assessment opportunities in various modalities to determine a student's learning difficulty for the development of an intervention plan (e.g., oral, written, performance, visual) for students to demonstrate their abilities before a learning difficulty is diagnosed or intervention is determined.

B- Teacher uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice.

C- Teacher revises instructional strategies based upon student achievement data.

D- Teacher uncovers students' prior understanding of the concepts to be addressed and addresses students' misconceptions/incomplete conceptions. The teacher:

1) determines students' prior knowledge of concepts relating to the CTE program and subject areas in PLCS (Health, Physical Education, Consumerism, Career Studies) and adjusts instruction and curriculum as needed.

E- Teacher co-develops scoring guides/rubrics with students and provides adequate modeling to make clear the expectations for quality performance. The teacher:

1) collaborates with students and others (e.g., Career and Technical Student Organization (CTSO) competitive event guidelines, Worked Based Learning (WBL) employer evaluation) to develop scoring guides/rubrics and models to clearly demonstrate quality of performance.

F- Teacher guides students to apply rubrics to assess their performance and identify improvement strategies.

G- Teacher provides regular and timely feedback to students and parents that moves learners forward.

H- Teacher allows students to use feedback to improve their work before a grade is assigned.

I- Teacher facilitates students in self- and peer-assessment.

J- Teacher reflects on instruction and makes adjustments as student learning occurs. The teacher:

Student Characteristics:

A- Student recognizes what proficient work looks like and determines steps necessary for improving his/her work.

B- Student monitors progress toward reaching learning targets.

C- Student develops and/or uses scoring guides periodically to assess his/her own work or that of peers.

D- Student uses teacher and peer feedback to improve his/her work.

E- Student reflects on work and makes adjustments as learning occurs.

Section Three: Instructional Rigor and Student Engagement

Instructional Rigor and Student Engagement: a teacher supports and encourages a student's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving

Teacher Characteristics:

A – Teacher instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students.

B – Teacher scaffolds instruction to help students reason and develop problem-solving strategies.

C - Teacher orchestrates effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills.

D -Teacher provides meaningful learning opportunities for students. The teacher:

1) provides opportunities for and encourages students to develop 21st. century skills (including global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, health literacy, information media, communication and technology, life and career skills).

E -Teacher challenges students to think deeply about problems and encourages/models a variety of approaches to a solution. The teacher:

1) challenges students to think critically about issues, concerns, and problems encountered in connection to real-life situations and career paths.

F -Teacher integrates a variety of learning resources with classroom instruction to increase learning options. The teacher:

1) utilizes a variety of technology and equipment

G -Teacher structures and facilitates ongoing formal and informal discussions based on a shared understanding of rules and discourse.

H -Teacher integrates the application of inquiry skills into learning experiences.

I -Teacher clarifies and shares with students learning intentions/targets and criteria for success.

Student Characteristics:

A -Student articulates and understands learning intentions/targets and criteria for success.

B - Student reads with understanding a variety of texts. The student:

1) reads and understands a variety of appropriate Career and Technical Education and Practical Living/Career Studies texts and materials (e.g., journals, articles, menu labels, web sites) and writes for authentic PL/CS and CTE purposes and audiences

C -Student applies and refines inquiry skills by. The student:

- 1) asks and identifies questions and concepts to guide research and investigations
- 2) gathers, analyzes, and interprets information to make practical applications and to solve relevant problems
- 3) uses appropriate technology to enhance investigations/problem solving
- 4) formulates and revises explanations and models
- 5) analyzes alternative explanations and models
- 6) collaborates effectively with other students
- 7) accurately and effectively communicates results and responds appropriately to critical feedback
- 8) generates additional questions for exploration

Section Four: Instructional Relevance

Instructional Relevance: a teacher's ability to facilitate learning experiences that are meaningful to students and prepare them for their futures.

Teacher Characteristics:

A- Teacher designs learning opportunities that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of the learning.

B- Teacher links concepts and key ideas to students' prior experiences and understandings, uses multiple representations, examples and explanations. The teacher:

- 1) identifies students' background knowledge and links Practical Living/Career Studies (PL/CS) and Career and Technical Education (CTE) concepts and key ideas to students prior experiences.
- 2) designs lessons that emphasize concepts and skills appropriate to PL/CS and CTE (e.g., health & wellness, physical fitness, consumerism, financial literacy and career studies) which provide links to continuing education, life and career options.

C- Teacher incorporates student experiences, interests and real-life situations in instruction The teacher:

- 1) correlates the Individual Learning Plan (ILP) within instruction.
- 2) integrates healthy life styles and career goals as components of instruction.
- 3) integrates appropriate co-curricular instructional strategies as a component of the Career and Technical Student Organizations (CTSO).

D- Teacher selects and utilizes a variety of technology that support student learning.

E- Teacher effectively incorporates 21st Century Learning Skills that prepare students to meet future challenges. The teacher:

- 1) uses multiple methods of instructional and strategies to prepare student for 21st. Century Skills (e.g., global awareness, financial, economic, business/entrepreneurial literacy, civic and health literacy, information media literacy, and life/career skills).

F- Teacher works with other teachers to make connections between and among disciplines. The teacher:

- 1) collaborates with other teachers and community/business partners to make connections among various subject areas of Health, Physical Education, Consumerism and Career Studies that exhibits the importance of healthy and practical life skills.
- 2) embeds relevant literacy tasks (e.g., self-directed learning, effective communication, critical thinking and problem solving) into PL/CS instruction.

G- Teacher makes lesson connections to community, society, and current events. The teacher:

- 1) provides opportunities for student involvement in work-based learning (e.g., internship, job shadowing, clinical experiences, and school-based enterprises) as it relates to the career pathway.

Student Characteristics:

A- Student poses and responds to meaningful questions.

B- Student uses appropriate tools and techniques to gather, analyze, and interpret quantitative and qualitative data. The student:

- 1) uses appropriate equipment, tools and technology to demonstrate skills developed in all subject areas of PL/CS and CTE.

C- Student develops descriptions, explanation, predictions, and models using evidence.

D- Student works collaboratively to address complex, authentic problems which require innovative approaches to solve. The student:

- 1) works collaboratively to address real-world situations and problems through participation and investigation.
- 2) practice and use good health habits.

3) communicates and advocates concepts embedded in PL/CS and CTE in a variety of authentic situations (e.g., healthy life styles, consumerism and career planning).

E- Student communicates knowledge and understanding in a variety of real-world forms. The student:

- 1) understands the importance of lifelong learning in the global society (e.g., environmental education/practices, financial literacy, healthy lifestyles and careers).
- 2) investigates career interests and chooses a career pathway utilizing the Individual Learning Plan (ILP).
- 3) gains real-life career experiences through work-based learning (e.g., internship, job shadowing, clinical experiences, and school-based enterprises).

F- Student communicates knowledge and understanding for a variety of purposes. The student:

- 1) uses leadership, teamwork and communication skills through appropriate Career and Technical Student Organization (CTSO) activities.

Section Five: Knowledge of Content

Knowledge of Content: a teacher's understanding and application of the current theories, principles, concepts and skills of a discipline.

Teacher Characteristics:

A- Teacher demonstrates an understanding and in-depth knowledge of content and maintains an ability to convey this content to students. The teacher:

- 1) demonstrates a thorough understanding of program specific and grade appropriate content for Practical Living/Career Studies and Career and Technical Education.
- 2) demonstrates proficiency in technical and employability skills related to the program area to enhance student learning.

B- Teacher maintains on-going knowledge and awareness of current content developments. The teacher:

- 1) keeps current with developments in the areas of Practical Living/Career Studies and Career and Technical Education (e.g., school health related publications, professional journals, advisory councils, and developments in business and industry) and determines relative importance of information and its connection to practice.
- 2) utilizes professional development opportunities to make application of current theories, principles, concepts and skills for Practical Living/Career Studies and Career and Technical Education

C- Teacher designs and implements standards-based courses/lessons/units using state and national standards. The teacher:

- 1) designs standard-based courses, lessons and units of study using current curriculum documents (e.g., Academic Expectations, Program of Studies, National Standards and Kentucky Occupational Skills Standards (KOSSA) and provides for the integration of academic content in Practical

Living/Career Studies and Career and Technical Education

2) embeds authentic literacy opportunities into well-designed courses, lessons, and units of study

D- Teacher uses and promotes the understanding of appropriate content vocabulary. The teacher:

1) teaches and uses appropriate industry specific terminology relating to the content in Practical Living/Career Studies and Career and Technical Education.

E- Teacher provides essential supports for students who are struggling with the content. The teacher:

1) makes application of the content of Practical Living/Career Studies and Career and Technical Education to meet the needs of diverse learners (e.g., Gifted/Talented, English Language Learners and students with an Individual Education Plan).

G- Teacher accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately. The teacher:

1) demonstrates and uses a variety of appropriate instructional practices, teaching strategies and embeds various technologies to include exceptional children, English Language Learner (ELL), and Gifted /Talented.

Student Characteristics:

A- Student demonstrates growth in content knowledge.

B-Student uses and seeks to expand appropriate content vocabulary. The student:

1) uses and seeks to expand industry/program specific terminology for Practical Living/Career Studies and Career and Technical Education

C-Student connects ideas across content areas. The student:

1) connects Practical Living/Career Studies and Career and Technical Education concepts with academic content and uses these to solve real world problems

D-Student uses ideas in realistic problem solving situations. The student:

1) applies Practical Living/Career Studies and Career and Technical Education concepts to a variety of school and community settings

2) uses information from the content to make decisions and create new ideas