



Quality and Compliance Monitoring Document Guide

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**Arizona Department of Education
Career and Technical Education**

Quality and Compliance Monitoring Document Guide

Purpose

This document is designed for Local CTE Directors and CTE Teachers to use as a resource when compiling and submitting their evidence for their Quality and Compliance Monitoring. This document provides some examples of documents that can be submitted and what elements the documents must meet the criteria for the indicator. This document is not an extensive list of documents that can be used as evidence of meeting the indicator. Still, any document submitted as evidence must meet the elements that are required for that indicator. CTE Directors, teachers follow the district requirements for documentation, use of forms, templates, etc., when submitting evidence for program monitoring. The Arizona Department of Education Career and Technical Education unit does not dictate what the local district uses to adequately document for program monitoring.

General Guidance

- District narratives must be on district letterhead.
- Evidence **must not contain identifiable student** information. If identifiable student information is located on the evidence being submitted, ensure that the information is redacted.
- Documents must be of an official nature or must be on school or district letterhead if the evidence is a narrative. Other documents (ie. spreadsheets, presentations and downloads) should, at the minimum, have the date, author, author's title and show where the document originated from.
- If uploading a Google Drive file (or other cloud-based document), please ensure that the link pasted is specific to the indicator and program when the link is pasted into the online form. Be sure that folders and files are clearly labeled if using Google Drive (or other cloud-based document sharing platform).
- If using a Google Drive file (or other cloud-based document), make sure that permissions are given to anyone with the link so that ADE staff can access the submitted evidence.

ADE Quality and Compliance Monitoring Resources

- [ADE Quality and Compliance Monitoring Form](#)
- [Quality and Compliance Monitoring Guide](#)
- [Monitoring Form Process Guide](#)
- CTED Community College Monitoring Document - [Excel](#) ~ [PDF](#)
 - CTED IGA Addendum - [file](#)
 - ARS 15-393 HLC Crosswalk - [file](#)
- CTED Community College Monitoring Guide ~ [PDF](#)
- Sample Inventory Template - [Excel](#)
- [Sample Curriculum Map Template](#)
- [2020-2025 Monitoring Schedule](#)
- Monitoring Training Videos
 - [Monitoring Training Power Point](#)
- Yearly Program Monitoring Schedule - [PDF](#)

1. Standards-Aligned and Integrated Curriculum and Engaging Instruction.

This element addresses the development, implementation, and revision of the program curriculum, including the relevant knowledge and skills taught in the program and the standards on which they are based.

Compliance Indicators

Indicator	Example Documents	Elements of the Documentation
a.	<ul style="list-style-type: none"> • Scope and sequence • Curriculum map • Or another document that meets the elements required • Community College form • Local Governing Board Embedded Credit approval for program • CTSO Standards/lessons aligned to AZ CTE Professional Skills Standards 	<p>Evidence submitted must demonstrate the following:</p> <ul style="list-style-type: none"> • Program Technical Standards are being taught (must reference ADE Technical Standards) • AZ CTE Professional Skill Standards are being taught (must reference ADE Professional Skill Standards) • Work-Based Learning (WBL) is being implemented at some point in the program • Pertinent CTSO is being integrated into the curriculum • Academic Standards are being implemented into the curriculum (must reference specific academic standards that are being integrated) • Governing board minutes approving specific CTE program for embedded credit <p>The evidence submitted must also be for the entire program and not just one semester or year.</p>
b.	<ul style="list-style-type: none"> • Lab Schedules/Calendar i.e., Calendar, scope and sequence, curriculum map with total number of instructional hours and total number of lab hours listed • Curriculum Map with Timelines and total number of instructional hours, total number of lab hours listed • Scope and Sequence with Timelines and total number of instructional hours, total number of lab hours listed • Or another document that meets the elements required with total number of instructional hours and total number of lab hours listed 	<p>Evidence submitted must demonstrate the following:</p> <ul style="list-style-type: none"> • Hours or days spent on hands-on instructional time • 51% of the instructional time must be hands-on <p>The evidence submitted must allow the reviewer to calculate if the program meets the 51% of required hands-on instruction.</p> <p>The evidence submitted must also be for the entire program and not just one semester or year.</p>

Quality Indicators

Indicator	Example Documents	Elements of the Documentation
c.	<ul style="list-style-type: none"> • Syllabus • Website links • Or another document that meets the elements required 	<p>Evidence submitted must demonstrate the following:</p> <ul style="list-style-type: none"> • Current Technical Standards are readily available for students, parents, partners, and the public <p>Evidence submitted must be easy to locate, and links (if submitted) must be working and accessible without a login.</p>
d.	<ul style="list-style-type: none"> • TSA (Technical Skills Assessment) results to show use of assessment program level support • Performance rubrics • Sample assessments • 3rd party credential attainment • Sample student tests • Student Projects/work 	<p>Evidence submitted must demonstrate the following:</p> <ul style="list-style-type: none"> • At least two different examples of assessments being used to show that students are able to apply their technical knowledge and skills
e.	<ul style="list-style-type: none"> • Written plan in place for regular curriculum reviews based on data or changes in technical standards • Policy or Narrative from CTE Director • Or another document that meets the elements required 	<p>Evidence submitted must demonstrate the following:</p> <ul style="list-style-type: none"> • Curriculum is being reviewed after changes to state technical standards or after receiving student testing data • Any district policy or narrative must be on official school or district letterhead and have the name and title of the person and a date

2. Prepared and Effective Program Staff

This element addresses the qualifications and professional development of program staff, including secondary CTE teachers.

Compliance Indicators

Indicator	Example Documents	Elements of the Documentation
a.	<ul style="list-style-type: none"> Copy of valid CTE teacher(s) certificate or screenshot of OACIS page 	<p>Evidence submitted must demonstrate the following:</p> <ul style="list-style-type: none"> Teacher that is listed on the first page has a valid CTE teaching certificate in the proper CTE area <p>Evidence submitted must only be submitted for the program teachers not internship teachers. Internship teachers' teaching certificates must be uploaded to indicator 8b.</p> <p>Evidence submitted must be valid at time of submission.</p>

Quality Indicators

Indicator	Example Documents	Elements of the Documentation
b.	<ul style="list-style-type: none"> Professional development plan anticipated for current monitoring school year (including dates and title) AND Professional development log including completion dates and title (previous school year) Or another document that meets the elements required 	<p>Evidence submitted must demonstrate the following:</p> <ul style="list-style-type: none"> Professional development is logged for past professional development taken by the program teacher Future professional development is planned for each teacher <p>Evidence must be submitted for each program teacher.</p>
c.	<ul style="list-style-type: none"> Externship/industry employment Industry certificate/license Advanced degree (AS, AA, BS, BA, MA, PhD, Community College Certificate of Proficiency) National Board Certification For JROTC: Most recent US Military JROTC instructor certification 	<p>Evidence submitted must demonstrate the following:</p> <ul style="list-style-type: none"> Demonstrate that at least one of the program teachers has earned an advanced degree, industry certificate, industry license, National Board Certificate, or has completed an externship or had industry employment within the last 5 years Is not the CTE teacher certificate
		<p>Documentation for advanced degrees, certificates, and licenses need to be a copy of the original diploma, certificate, or license. Official or un-official transcripts can also be submitted for an advanced degree as long as a degree conferral date is on the transcripts.</p> <p>Documentation for internship and industry employment must include the name of the business, location of the business, dates of internship/employment, approximate hours of internship/employment, job title (if employment), and a short description of the work performed. Evidence should be reviewed and approved by school/district administrator.</p> <p>All evidence must be within the last 5 years.</p>
d.	<ul style="list-style-type: none"> District Narrative detailing training, PD, resources, or review 	<p>Evidence submitted must demonstrate the following:</p> <ul style="list-style-type: none"> The resources and support teachers receive to implement the elements of a high quality program Any Narrative must be on official school or district letterhead and have the name and title of the person and a date Narrative detailing teacher support and access <p>CTE teachers have access to resources and support to implement all elements of a high-quality program high quality – High-quality means meeting 90-100% of all quality indicators for a CTE program</p>

e.	<ul style="list-style-type: none"> Specific district professional development 	<p>Evidence submitted must demonstrate the following:</p> <ul style="list-style-type: none"> A district or CTED professional development plan is in place to teach CTE staff and teachers how to use and analyze data for program improvement. <p>Evidence can include planned PD for the year or required PD that teachers are required to complete.</p>
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3. Access and Equity

This element addresses program promotion, student recruitment and strategies that support access and equity for various student populations, including by gender, race and ethnicity, and special population status (such as individuals with disabilities, English learners, homeless, youth in or out of foster care, youth with a parent in armed forces, economically disadvantaged, single parent, nontraditional, out-of-workforce).

Compliance Indicators

Indicator	Example Documents	Elements of the Documentation
a.	<ul style="list-style-type: none"> Data includes all special populations enrollment in program (optional for non-Perkins CTED central) 	<p>Evidence submitted must demonstrate the following:</p> <ul style="list-style-type: none"> Program is inclusive of special populations as drafted in Perkins <p>Evidence submitted must include all special populations in the data that is submitted.</p>

Quality Indicator

b.	<ul style="list-style-type: none"> Curriculum Instructional samples Assessment samples District policy Narrative 	<p>Evidence submitted must demonstrate the following:</p> <ul style="list-style-type: none"> Curriculum, instruction, materials, and assessments are free from bias and stereotypes associated with race, color, national origin, sex and disabilities Curriculum, instruction, materials, and assessments are offered in ways that ensures all students have the opportunity to achieve success in the program, including through accommodations, as appropriate Any narrative must be on official school or district letterhead and have the name and title of the person and a date
c.	<ul style="list-style-type: none"> District or CTED professional development for staff on bias, equity and inclusion Recruiting materials and all events that recruit students are free from bias Student registration materials free from bias District policy Or another document that meets the elements required 	<p>Evidence submitted must demonstrate the following:</p> <ul style="list-style-type: none"> Career guidance or CTE recruitment materials is offered to all potential and current program participants in a manner that is free from bias, inclusive and non-discriminatory. (must include at least one of the examples) <p>Evidence submitted must also contain the latest US Department of Education Office of Civil Rights Notice of Non-Discrimination.</p>
d.	<ul style="list-style-type: none"> District policy Narrative 	<p>Evidence submitted must demonstrate the following:</p> <ul style="list-style-type: none"> Appropriate actions are taken to eliminate barriers, provide support services and supplementary aids to extend learning experiences for CTE students (including special populations), such as work-based learning, CTSO participation and articulated credit.

4. Facilities, Equipment, Technology and Materials

This element addresses the alignment, appropriateness and safety of the physical/material components of the program, including laboratories, classrooms, computers, industry-specific equipment, and tools and supplies that support learning.

Compliance Indicators

Indicator	Example Documents	Elements of the Documentation
a.	<ul style="list-style-type: none">Individual program inventory spreadsheet	<p>Evidence submitted must demonstrate the following:</p> <ul style="list-style-type: none">Facilities, equipment, technology and materials used in the program reflect current workplace, industry and/or occupational practices and requirements align to technical standards and the program objectiveEach program must have some specialized equipment that is purchased with CTE funds (also applies to CTED funded programs)"On the inventory sheet, if equipment has no asset or serial number, then must indicate "N/A", if older than five years can say, "pre-20XX" to indicate the equipment is older than five years for date of monitoring" <p>Evidence submitted must adhere to the ADE CTE Equipment Guidelines and must include all equipment for the program.</p>

Quality Indicator

b.	<ul style="list-style-type: none">Video tour of program site showing all of the classroom, lab space, and equipment (if in-person site visit not available)Photos of program site showing all of the classroom, lab space, and equipment (if in-person site visit not available)In-person tour of program site (when permitted)	<p>Evidence submitted must demonstrate the following:</p> <ul style="list-style-type: none">Equipment and facilities are clean and organizedEquipment is set up and functionalVisual review of facilities and equipment for safetyVisual review of facilities for accessibility <p>When submitting a video or photos, all of the classroom and lab space must be shown, including all equipment. Videos and photos should also be clear and have good resolution.</p>
c.	<ul style="list-style-type: none">Video tour of program site showing all of the classroom, lab space, and equipment (if in-person site visit not available)Photos of program site showing all of the classroom, lab space, and equipment (if in-person site visit not available)In-person tour of program site (when permitted)	<p>Evidence submitted must demonstrate the following:</p> <ul style="list-style-type: none">District or CTED provides appropriate use of facilities, equipment, technology and materials within the program.
d.	<ul style="list-style-type: none">District Policy, District maintenance schedule or narrative	<p>Evidence submitted must demonstrate the following:</p> <ul style="list-style-type: none">The process for inspecting, updating, and replacing facilities, equipment, technology and materialsAny Narrative must be on official school or district letterhead and have the name and title of the person and a date <p>Evidence must apply to all programs in a district and demonstrate how the process for inspecting all equipment annually and at what point equipment should be repaired or replaced to maintain current Industry requirements.</p>

5. Business and Community Partnerships

This element addresses business and community partner recruitment, partnership structure, and the wide variety of activities partners should be engaged in to support the program and ensure programs are aligned with workforce needs.

Compliance Indicators

Indicator	Example Documents	Elements of the Documentation
a.	<ul style="list-style-type: none">Advisory minutes indicating industry and business partners and community members with program specific action items. (Motions, planned events, task list, etc.)For JROTC: Annual Program Military Evaluation – JROTC Inspection Report, JROTC End of Year Report	<p>Evidence submitted must demonstrate the following:</p> <ul style="list-style-type: none">Advisory meeting minutes with the following information: names of attendees, affiliation of attendees, date, and action items created during the meetingMinutes must demonstrate that pertinent business and industry partners attended <p>If evidence is handwritten, it must be legible.</p>

Quality Indicator

b.	<ul style="list-style-type: none">Business Contact LogAction items log completed during the year	<p>Evidence submitted must demonstrate the following:</p> <ul style="list-style-type: none">Business contact log showing date of communication with business partnersAction item document showing what action items were completed throughout the yearCommunication between the CTE department and the business partners
c.	<ul style="list-style-type: none">Stakeholder list indicating contact information and position	<p>Evidence submitted must demonstrate the following:</p> <ul style="list-style-type: none">Partnerships for the program are formed with a diverse range of stakeholders who represent differing perspectives and provide support to the program in financial or technical ways to meet program goals.
d.	<ul style="list-style-type: none">Program level evaluation with documentation of partner input/recommendations (not CLNA)	<p>Evidence submitted must demonstrate the following:</p> <ul style="list-style-type: none">Partners help to evaluate the effectiveness of the program in preparing students for further education and careers. <p>Evidence submitted can include a survey sent to business and industry partners specifically for the program or program evaluation that includes business and industry partners as evaluators. The Comprehensive Local Needs Assessment (CLNA) will not meet the indicator as it is not program specific.</p>

6. Student Career Development

This element addresses strategies that help students gain career knowledge and engage in education and career planning, decision-making, including career counseling, career assessments, curricula that helps students learn about careers, information about educational opportunities and workforce trends, and job search information and placement services.

Compliance Indicators

Indicator	Example Documents	Elements of the Documentation
a.	<ul style="list-style-type: none">Curriculum mapDistrict or CTED schedule of career exploration activities	<p>Evidence submitted must demonstrate the following:</p> <ul style="list-style-type: none">District or CTED provides career exploration to the middle grades anytime during 5-9th grade (optional for non-Perkins CTED central programs). <p>Evidence must demonstrate that the CTE department is implementing some kind of career exploration or career development activity to the middle grades.</p>

Quality Indicator

b.	<ul style="list-style-type: none">Website or syllabus includes extended learning experiences. i.e., work-based learning, CTSO participation, articulated credit.Career center on campus with CTE evidence of career pathways including CTE program specific data on trends, pamphlets (such as brochures, apprenticeship info, banners, etc.) (images, video or visual review as appropriate)	<p>Evidence submitted must demonstrate the following:</p> <ul style="list-style-type: none">Students and parents/guardians are provided current information on extended learning experiences available through the program, such as work-based learning, CTSO participation, and articulated credit <p>Evidence that includes what extended learning opportunities are available and how the student can participate in them.</p>
c.	<ul style="list-style-type: none">Career center on campus with CTE evidence of career pathways including CTE program specific data on trends, pamphlets (such as brochures, apprenticeship info, banners, etc.)Career specialists or counselors are available to assist students	<p>Evidence submitted must demonstrate the following:</p> <ul style="list-style-type: none">Students in the program and their parents/guardians have access to current information on job search information, career center, online resources, and counselors.include what resources are provided and must demonstrate what information is provided in those resources.
d.	<ul style="list-style-type: none">District or CTED utilizes CTE funds to support counselor CTE related professional development.Purchase Orders (PO) for CTE PD for counselorsAttendance sheets of District or CTED CTE PDCounselors are included in District or CTED CTE professional development and conferences	<p>Evidence submitted must demonstrate the following:</p> <ul style="list-style-type: none">School counselors have access to professional development and up-to-date information on CTE programs extended learning experiences, education and training options, and regional occupational trends to aid students in education and career planning and decision-making.PD is paid for or provided by district CTE office or CTED PD must be CTE based.

7. Career and Technical Student Organizations (CTSOs)

This element addresses CTSOs, which are organizations for students enrolled in CTE programs that engage in activities as an integral part of the instructional program, including the delivery and availability of CTSO opportunities for student skill and leadership development.

Compliance Indicators

Indicator	Example Documents	Elements of the Documentation
a.	<p>ADE CTE will verify the following:</p> <ul style="list-style-type: none">• Chapter bylaws and/or Constitution revised and/or voted on within the last school year• Local chapter advisor is a CTE teacher• Official Invoice/PO showing paid membership within the last year• Program of Work on the approved ADE template• List of Chapter officers and positions• Minutes from at least two different chapter meetings with minutes within the last school year• All documentation is uploaded via the National or State CTSO websites, or Annual CTSO Chapter Form. <p>*For JROTC: Must select the check box on the Annual CTSO Chapter form, that you attest that any required yearly government documentation is completed and the JROTC program is in good standing. The affirmation will meet ADE CTE monitoring 7a for compliance and 7b for quality on the CTSO Annual Submission.</p>	<p>ADE CTE will verify the following has been submitted</p> <ul style="list-style-type: none">• Chapter bylaws and/or Constitution must be specific for the local chapter, not the state CTSO's bylaws, and have been voted on for the current school year. Date of review and/or revision must be present on document.• The local chapter advisor will attest they are a certified CTE teacher and that they are listed as the chapter advisor• Program of Work has the required elements listed and is submitted on the approved ADE Program of Work Template• Names of student members and their positions for the submitted school year. Can be submitted as a typed list• Actual meeting minutes from at least two different chapter meetings within the last school year, not the agenda

Quality Indicator

b.	<p>Must be submission of one of the following:</p> <ul style="list-style-type: none">• Bronze Quality Chapter Award• Silver Quality Chapter Award• Gold Quality Chapter Award	<p>Evidence submitted must demonstrate the following: <u>Attainment of one of the Chapter Awards</u></p> <ul style="list-style-type: none">• DECA, FBLA, FCCLA, HOSA Bronze Chapter Award, Silver Chapter Award, Gold Chapter Award, Platinum Chapter Award• FFA Superior Chapter Award, Chapter of Distinction Level Bronze, Chapter of Distinction Level Silver, Chapter of Distinction Level Gold• SkillsUSA Chapter of Distinction Level Bronze, Chapter of Distinction Level Silver, Chapter of Distinction Level Gold
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8. Work-Based Learning

This element addresses the delivery of a continuum of work-based learning involving sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in a given career field. Experiences may be delivered in workplaces, in the community, at educational institutions and/or virtually, as appropriate, and include a range of activities such as clinicals, simulations, school-based enterprises, internships, and apprenticeships.

Compliance Indicators

Indicator	Example Documents	Elements of the Documentation
a.	<ul style="list-style-type: none">Course information or curriculum map indicating a type of WBL delivery model offered for the program WBL Annual ReportWBL Annual Report	Evidence submitted must demonstrate the following: <ul style="list-style-type: none">What type of WBL learning is being providedWhen is the WBL being offered (during what course)WBL is available to every studentApplication of knowledge and skills to real world appearance (does not include lab time)
b.	<ul style="list-style-type: none">CTE Teacher CertificationCTE teacher certification with cooperative education endorsementOr the premier series work-based learning certificate of completion	Evidence submitted must demonstrate the following: <ul style="list-style-type: none">The WBL experiences are being supervised by certified CTE staff

Quality Indicator

c.	<ul style="list-style-type: none">Requirements and procedures for work-based learning experiences are formalized following the AZ work-based learning guide.For JROTC: End of year Report	Evidence submitted must demonstrate the following: <ul style="list-style-type: none">The program is formalized following the ADE CTE Work Based Learning GuideJROTC: Military requirements and procedures for WBL ie. Service Learning/Community Service (<i>example on page 89</i>)
d.	<ul style="list-style-type: none">Annual report or summary of program specific description of accomplishments on district letterhead, number of opportunities, number of students participating and locations of WBL (i.e., simulations/projects, business name, school store, etc.)Summary for program specific accomplishmentsFor JROTC: End of year Annual Report	Evidence submitted must demonstrate the following: <ul style="list-style-type: none">Number of opportunities, number of students participating, locations, type of experience i.e., projects, stimulation, internship etc., for the WBLJROTC: Summary of student activities (<i>example on page 89</i>)

9. Data and Program Improvement at District or CTED Level

This element addresses collection, reporting, and use of data for continuous evaluation and program improvement, as well as appropriate access to relevant data.

Compliance Indicators

Indicator	Example Documents	Elements of the Documentation
a.	<ul style="list-style-type: none">Performance Measures Results by District Level of Performance (DLP) report (Perkins Only)Copy of improvement plan (if State Determined Levels of Performance (SDLP) is not met)	Evidence submitted must include the following: <ul style="list-style-type: none">A copy of the district performance measures reportIf 90% of SDLP was not met for one or more of the performance measures, a copy of the improvement plan(s) must be submitted
b.	<ul style="list-style-type: none">Comprehensive Local Needs Assessment (CLNA)	Evidence submitted must include the following: <ul style="list-style-type: none">A completed and signed copy of the district CLNA

Quality Indicator

c.	<ul style="list-style-type: none">Performance Measures Results by school by program report (Perkins Only)CTED achievement profile Data (CTEDs central programs only)	Evidence submitted must demonstrate the following: <ul style="list-style-type: none">Specific CTE Program meets 90% of SDLPCTEDs will have graduation rate, completion rate, TSA, industry credential or community college certificate earned, and placement as the data that needs to be reported per §15-393.01A
d.	<ul style="list-style-type: none">TSA ReportsTSA data access list	Evidence submitted must demonstrate the following: <ul style="list-style-type: none">Appropriate CTE staff and CTE teachers have access to TSA data for their programs <p>Evidence must include either a report for the specific program or have the program teacher(s) listed on the TSA access list.</p>
e.	<ul style="list-style-type: none">CTE district/CTED policy of reviewing TSA dataProgram improvement plans based on CLNA or TSA data	Evidence submitted must demonstrate the following: <ul style="list-style-type: none">Performance data, and program evaluation results, are being used to improve or address equity gaps

Appendix

Samples for Indicators

This appendix includes samples for
Monitoring Indicators

Indicator 1 Examples

The following scope and sequence was created collaboratively by teachers considering a variety of factors including:

- | | | |
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| <ul style="list-style-type: none"> □ Recruitment and retention "<u>draws</u>" to attract all students, including special populations and non-traditional to the program | <ul style="list-style-type: none"> □ Business and Industry Committee Recommendations □ End of Program Assessments □ AZ Technical Standards | <ul style="list-style-type: none"> □ AZ Professional Skills □ Work-Based Learning □ CTSO Integrations □ 51% Required Lab Time |
|--|---|---|



1-2 LEVEL - HEALTH CARE PATHWAYS - FULL YEAR		
CTSO Integration	CTSO involvement is paramount to developing and reinforcing academic, technical and professional skills introduced in the classroom. Include components, activities and events related to HOSA each term.	
FIRST SEMESTER Introduction to HOSA: Membership Elections Meeting Protocols Fundraising Community Service	Technical Standards Practiced 1.0 Examine the Healthcare Community and the roles and responsibility of a Healthcare Team	AZ Professional Skills Practiced 1.0 Complex Communication 2.0 Collaboration
SECOND SEMESTER Leadership in HOSA: Membership Development of POW Leadership Training Running Meetings	2.0 Demonstrate Ethical and Legal Conduct <u>In All Nursing Activities</u>	
AZ Academic Standards	CTE courses give relevance to the required academic coursework students complete. Therefore, academic standards must be embedded in lessons and activities. Link to all AZ Academic Standards	
Medical Terminology Integrated English Language Arts (ELA) Academic Standards 11-12L.4-6	7.0 Communicate and report medical information using medical terminology 7.1 Use medical terminology as it relates to body systems and their functions Normal vs abnormal conditions	1.C Uses technologies and social media for workplace communication. • Exercises competence in using technology • Upholds the brand • Follows applicable laws and regulations • Matches technology to content

QUALITY AND COMPLIANCE MONITORING DOCUMENT GUIDE – 1.23.25

<p>Hands On, Work Based, and 51% Lab Time</p>	<ul style="list-style-type: none"> • Use of footboard <p>4.2 Identify and use different techniques for positioning residents/patients in bed (e.g., side lying, supine, prone, Sim's, high and low Fowler's, Trendelenberg, lithotomy, orthopneic) Demonstrate patient positioning</p> <p>4.3 Identify and use different techniques for turning residents/patients (e.g., logroll, draw sheet, move up in bed) Demonstrate techniques for turning patients</p> <p>4.4 Identify and use assistive devices and techniques to aid in ambulating residents/patients (e.g., crutches, cane, walker, wheelchair, dangling, and gait belt) Demonstrate techniques to aid in ambulating patients</p> <ul style="list-style-type: none"> • Procedure to use gait belt <p>4.5 Identify and use assistive devices and techniques to aid in transferring residents/patients (e.g., gait belt, mechanical lifts, slide board, lift sheet, and stretcher) Demonstrate when/how and appropriate safety measures in use of assistive devices</p> <p>4.6 Assist residents/patients to transfer from bed to chair and chair to bed using pivot and ambulatory techniques</p> <ul style="list-style-type: none"> • Properly transfer patient <p>4.7 Assist resident/patient to ambulate with and without a gait belt Demonstrate use of gait belt</p> <p>4.8 Demonstrate proper positioning of the resident/patient in a wheelchair Demonstrate patient alignment in wheelchair</p> <p>4.9 Assist and care for the resident/patient who is falling or who has fallen Ease patient to the ground in the event of falling</p> <p>4.10 Identify and use safety procedures when positioning, transferring, transporting, and lifting residents/patients</p>	<ul style="list-style-type: none"> • Balances accuracy and speed • Organizes work for the allotted timeframe • Prioritizes tasks • Collaborates and works alone to deliver on time <p>4.C Represents the organization in a positive manner.</p> <ul style="list-style-type: none"> • Communicates mission and position • Aligns with organizational values • Manages resources to benefit the organization • Communicates core values of the profession <p>4.D Performs assigned tasks with a "can do" attitude.</p> <ul style="list-style-type: none"> • Performs work with a positive attitude <p>4.E Behaves in a way that distinguishes between personal and work-related matters.</p> <ul style="list-style-type: none"> • Demonstrates respect for personal and professional boundaries <p>4.F Produces work that reflects professional pride.</p> <ul style="list-style-type: none"> • Produces high quality work • Acts as a team member • Performs/produces with precision <p>ARIZONA PROFESSIONAL SKILLS Standards, Measurement Criteria, and Core Actions</p> <p>2018 Renamed by Arizona Department of Education</p> <ul style="list-style-type: none"> • Continues to develop skills and connections • Takes initiative to improve work
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	Lock brakes on wheelchair and bed <ul style="list-style-type: none"> • Use of gait belt • Use of proper body mechanics 4.11 Determine the purpose and procedure for active and passive range of motion exercises	
Vital Signs Integrated English Language Arts (ELA) Academic Standards 11-12.RI.7 11-12.W.1-4, 9 11-12.SL.1, 4, 6 11-12.L.2, 4, 6 Integrated Mathematical Practices (MP) MP.1-8 Hands On, Work Based, and 51% Lab Time	8.0 Measure and Record Vital Signs 8.1 Analyze purpose, influencing factors (e.g., confused patient, infant, child), and procedures (e.g., digital, electronic, oral, rectal, axillary, tympanic) for measuring and recording temperature Temperature sites <ul style="list-style-type: none"> • Influencing factors when taking temperature (different types of patients) • Identify normal temperature and <u>age related</u> variation 8.2 Analyze purpose, influencing factors, and procedures for measuring and recording pulse rate (e.g., radial, apical, carotid, brachial) Pulse sites <ul style="list-style-type: none"> • Normal pulse and <u>age related</u> variation • Influencing factors when taking pulse 8.3 Analyze purpose, influencing factors, and procedures for measuring and recording respirations Normal respiration and <u>age related</u> variation <ul style="list-style-type: none"> • Influencing factors when taking respiration 8.4 Analyze purpose, influencing factors, and procedures for measuring and recording blood pressure. Normal blood pressure and <u>age related</u> variation <ul style="list-style-type: none"> • Influencing factors when taking blood pressure 8.5 Analyze purpose, influencing factors, and procedures for measuring and recording height and weight (e.g., upright/standing, bed, chair scale) Normal and baseline weight	5.A Functions independently within the organizational structure. <ul style="list-style-type: none"> • Performs necessary tasks • Strives to improve personal delivery of services • Improves personal performance/ behaviors continuously / Initiative & Self-Direction Preliminary Checklist 5.B Adapts to changing conditions and expectations in the organization. <ul style="list-style-type: none"> • Adjusts to change • Cooperates respectfully with colleagues • Maintains productivity 5.C Pursues career advancement opportunities within an organization or field. <ul style="list-style-type: none"> • Articulates requirements for job openings • Prepares for career advancement • Pursues formal learning opportunities • Builds learning relationships • Applies new resources 5.D Generates innovative ideas, methods, or devices contributing to organizational resources and goals. <ul style="list-style-type: none"> • Innovate to improve productivity • Recommends improvements on processes, products, services • Uses technology to increase productivity/profits 5.E Exercises leadership in the workplace. <ul style="list-style-type: none"> • Engages individual strengths • Manages work plans • Plans for unanticipated challenges • Pursues workplace solutions/improvements

Indicator 1a

Physical Therapy Technician Scope and Sequence

March 2023

Year 1		
Semester 2		
Quarter 3		
<p><u>Unit 5 (20 days)</u> Classroom: 9 hours Lab: 11 hours Unit Name: Skin & Nervous Systems Unit Summary: System A&P, disease & disorders, burns, cancer, mental illness, senses, treatment Tech. MC: 6.3, 6.5, 6.10, 8.9, 10.6, 10.7, 10.9, 10.16, 11.5, 11.8, 11.10, 11.11 Prof MC: Collaboration 2.0 WBL: Skin Model Project, Virtual Dementia Tour CTSO: HOSA State Online Testing Academic Stds: Industry/DE: "Be There" Certificate Mental Health Training, Pima CC HCA 119 Lab 51%+: Yes</p>	<p><u>Unit 6 (20 days)</u> Classroom: 8 hours Lab: 12 hours Unit Name: Knee Unit Summary: Skeletal, Connective Tissue, & Muscular Anatomy, Injuries, Modalities, and Exercise Tech. MC: 6.7, 9.1, 9.3, 9.4, 9.5, 9.6, 9.8, 9.9, 10.3, 10.4, 10.10, 10.14, 10.15, 10.11, 11.3, 11.5, 11.6, 11.9, 11.13, 12.2, 12.3, 12.5, 12.7, 12.9, 12.8, 12.10, 12.12, 12.13 Prof MC: Communication 1.A, Think/Innovate 3.0 WBL: Knee Case Study Simulation CTSO: HOSA Regional Conference Academic Stds: Debate ELA 11-12.SL.3, ELA 11-12.SL.1b, ELA 11-12.SL.1c, ELA 11-12.SL.1d. Industry/DE: Pima CC HCA 119 Lab 51%+: Yes</p>	
Quarter 4		
<p><u>Unit 6 (5 days)</u> Classroom: 2 hours Lab: 3 hours Unit Name: Knee Unit Summary: Skeletal, Connective Tissue, & Muscular Anatomy, Injuries, Modalities, and Exercise Tech. MC: 6.7, 9.1, 9.3, 9.4, 9.5, 9.6, 9.8, 9.9, 10.3, 10.4, 10.10, 10.14, 10.15, 10.11, 11.3, 11.5, 11.6, 11.9, 11.13, 12.2, 12.3, 12.5, 12.7, 12.9, 12.8, 12.10, 12.12, 12.13 Prof MC: Think/Innovate 3.0 WBL: Knee Case Study Simulation CTSO: Academic Stds: Debate ELA 11-12.SL.3, ELA 11-12.SL.1b, ELA 11-12.SL.1c, ELA 11-12.SL.1d. Industry/DE: Pima CC HCA 119 Lab 51%+: Yes</p>	<p><u>Unit 7 (25 days)</u> Classroom: 10 hours Lab: 15 hours Unit Name: Hip Unit Summary: Skeletal, Connective Tissue, & Muscular Anatomy, Injuries, Modalities, and Exercise Tech. MC: 4.4, 6.7, 9.3, 9.7, 9.8, 9.9, 10.3, 10.4, 10.13, 10.14, 10.15, 11.2, 11.4, 11.8, 11.9, 12.2, 12.3, 12.5, 12.9, 12.12 Prof MC: WBL: CTSO: HOSA State Leadership Conference Academic Stds: Industry/DE: Pima CC HCA 119 Lab 51%+: Yes</p>	<p>Semester 2 Wrap Up (10 Days)</p> <ul style="list-style-type: none"> • Assessment • Year 1 Exercise Portfolio • Career Portfolio • HOSA Awards Banquet

Physical Therapy Technician Scope and Sequence

March 2023

Year 2	
Semester 1	
Quarter 1	
<p><u>Unit 1 (15 days)</u> Classroom: 10 hours Lab: 5 hours Unit Name: Physical Therapy Year 1 Recap Unit Summary: Review of Year 1 units through unit (Professions, Safety, Cardiopulmonary, Foot & Ankle, Knee, & Hip station rotations. Tech. Stds: 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0, 12.0, 13.9-13.14, 17.0 Prof MC: WBL: Career Portfolio CTSO: HOSA Officer Elections, competition exploration activity, & state officer visit Academic Stds: Industry/DE: Lab 51%+: No</p>	<p><u>Unit 2: (30 Days)</u> Classroom: 10 hours Lab: 15 hours Unit Name: Upper Extremity Unit Summary: Skeletal, Connective Tissue, & Muscular Anatomy, Injuries, Modalities, and Exercise Tech. MC: 6.7, 9.3, 9.7, 9.8, 9.9, 10.3, 10.4, 10.10, 10.13, 10.15, 11.4, 11.5, 11.7, 11.8, 12.2, 12.4, 12.6, 12.9, 12.12, 12.13, Prof MC: Initiative/Self Direction 5.0, Intergeneration Competence 6.0 WBL: CTSO: Academic Stds: Industry/DE: Pima CC HCA 119 Lab 51%+: Yes</p>
Quarter 2	
<p><u>Unit 3 (30 days)</u> Classroom: 12 hours Lab: 18 hours Unit Name: Spine Unit Summary: Skeletal, Connective Tissue, & Muscular Anatomy, Injuries, Modalities, and Exercise Tech. MC: 6.7, 9.3, 9.8, 9.9, 10.3, 10.14, 11.6, 11.3, 11.4, 11.9, 11.5, 11.12, 12.2, 12.3, 12.9, 12.12, 12.13, Prof MC: Legal and Ethical Practices 8.0 WBL: CTSO: HOSA Fall Leadership Conference, Regional Online Testing Academic Stds: Industry/DE: Pima CC HCA 119 Lab 51%+: Yes or No</p>	<p>Semester 1 Wrap Up: (5 days)</p> <ul style="list-style-type: none"> • Midterm Assessment • HOSA Competition Prep • Career Portfolio

Physical Therapy Technician Scope and Sequence

March 2023

Year 2	
Semester 2	
Quarter 3	
<p><u>Unit 4 (35 days)</u> Classroom: 12 hours Lab: 18 hours Unit Name: Hospital Based Unit Summary: Compare and Contrast Inpatient and Outpatient Rehab, Transfer pt from bed to gym and back (Ambulation Series), Equipment, Sensitivity, Review Vital Signs Tech. MC: 3.7, 12.2, 13.1, 13.2, 13.3, 13.4, 13.5, 13.6, 13.7, 13.8, 13.14 Prof MC: Intergenerational Competence 6.0, WBL: CTSO: HOSA State Online Testing & Regional Conference Academic Stds: Industry/DE: Lab 51%+: Yes or No</p>	<p><u>Unit 5 (20 days)</u> Classroom: 12 hours Lab: 18 hours Unit Name: Speciality Unit Summary: Tech. MC: 12.2, 12.3, 12.12, 12.13, 14.1, 14.2, 14.3, 14.4, 14.5, 14.6, 14.7, 12.11 Prof MC: Organizational Culture 7.C WBL: Therapeutic Exercise Portfolio CTSO: Academic Stds: Industry/DE: Lab 51%+: Yes or No</p>
Quarter 4	
<p><u>Unit 10 (30 days)</u> Classroom: 25 hours Lab: 5 hours Unit Name: Therapeutic Massage Unit Summary: Careers in therapeutic massage, types of therapeutic massage, history of massage, profile of massage therapist, guest speaker, business plan Tech. MC: Prof MC: 4.0 Professionalism, Initiative/Self Direction 5.C WBL: Mock Massage Business Plan CTSO: HOSA State Leadership Conference Academic Stds: Industry/DE: Pima CC TMA 101 Lab 51%+: No</p>	<p>Semester 2 Wrap Up (10 Days)</p> <ul style="list-style-type: none"> • End of Program Assessment (TSA) • Year 2 Exercise Portfolio • HOSA Awards Banquet • Career Portfolio

Indicator 1a

AAEC Curriculum Map

CTE Courses

CTE Coherent Sequence	Veterinary Science Pathway	Ag Electives	Senior ¹ ONLY ² Elective
<input type="checkbox"/> Agriscience (ABS) <input checked="" type="checkbox"/> Biology (ABS) <input type="checkbox"/> Animal Science <input type="checkbox"/> Agribusiness	<input type="checkbox"/> Introduction to Veterinary Science <input type="checkbox"/> A & P <input type="checkbox"/> Diseases <input type="checkbox"/> Techniques	<input type="checkbox"/> Plant Science <input type="checkbox"/> Horsemanship 1 <input type="checkbox"/> Horsemanship 2 <input type="checkbox"/> Equine Science	<input type="checkbox"/> CTE Internships

SEMESTER: ☒ Fall ☐ Spring

1

Scientific Inquiry and the Nature of Science

3 weeks

Unit/Module #

Unit/Module Title

Time

FOCUS STANDARDS	CONTENT STANDARDS	INTEGRATED STANDARDS	Notes
<p>U1: Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.</p> <p>U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.</p> <p>U3: Applications of science often have both positive and negative ethical, social, economic, and/or political implications.</p>	CTE/Ag Program Standards: 3.0-3.9	English Language Arts: RL.1 RL.10 W.10 SL.1 L.4	
	Professional Skills 1.0 2.0 3.0 4.0 5.0 6.0 7.0 8.0 9.0	Mathematical Practices MP.1 MP.2 MP.3 MP.4 MP.5 MP.6 MP.7 MP.8	Notes
		History and Social Studies SP.1 SP.2	
	Biology Standards U1 , U2 , U3	CTSO Integration FFA: Ag Sci Fair FFA: Livestock Eval FFA: Horse Eval FFA: Dairy Eval FFA: Poultry	Notes
		FFA: Food Sci Work Based Learning Research SAE Classroom Presentation Classroom Jobs - Lab Manager Mock Interviews	

KEY ASSESSMENTS	Module/Unit Assessments:	Notes
	<ul style="list-style-type: none"> microscope lesson intro to inquiry stations graphing & getting data scientific method activities, brine shrimp, observation vs inference Experimental design paper folding Independent/Dependent Variable scenarios Characteristics of Life analysis of "Thriller" 	

AAEC Curriculum Map

CTE Courses

CTE Coherent Sequence	Veterinary Science Pathway	Ag Electives	Senior" ONLY" Elective
<input type="checkbox"/> Agriscience (ABS) <input checked="" type="checkbox"/> Biology (ABS) <input type="checkbox"/> Animal Science <input type="checkbox"/> Agribusiness	<input type="checkbox"/> Introduction to Veterinary Science <input type="checkbox"/> A & P <input type="checkbox"/> Diseases <input type="checkbox"/> Techniques	<input type="checkbox"/> Plant Science <input type="checkbox"/> Horsemanship 1 <input type="checkbox"/> Horsemanship 2 <input type="checkbox"/> Equine Science	<input type="checkbox"/> CTE Internships

SEMESTER: ☒ Fall ☐ Spring

2

Basic Chemistry and the Nature of Matter

3 weeks

Unit/Module #

Unit/Module Title

Time

FOCUS STANDARDS	CONTENT STANDARDS	INTEGRATED STANDARDS	Notes
<p><u>HS.L1U1.20</u>: Ask questions and/or make predictions based on observations and evidence to demonstrate how cellular organization, structure, and function allow organisms to maintain homeostasis.</p>	<p>CTE/Ag Program Standards:</p> <p><u>6.6, 6.1, 10.5</u></p>	<p>English Language Arts:</p> <p><u>RL.1 RL.10</u></p> <p><u>W.10</u> <u>SL.1</u> <u>L.4</u></p>	
	<p>Professional Skills</p> <p><u>1.0 2.0 3.0 4.0 5.0 6.0 7.0 8.0 9.0</u></p>	<p>Mathematical Practices</p> <p><u>MP.1 MP.2 MP.3 MP.4 MP.5 MP.6 MP.7 MP.8</u></p>	Notes
		<p>History and Social Studies</p> <p><u>SP.1 SP.2</u></p>	
	<p>Biology Standards</p> <p><u>HS.L1U1.20</u></p>	<p>CTSO Integration</p> <p>FFA: Ag Sci Fair FFA: Food Sci FFA: Aquaculture FFA: Ag Mech FFA: Agronomy FFA: Floriculture FFA: Nursery/Landscape FFA: Vet Sci</p> <p>Work Based Learning</p> <p>Research SAE Classroom Presentation Classroom Jobs - Lab Manager Mock Interviews</p>	Notes

KEY ASSESSMENTS	Module/Unit Assessments:	Notes
	<ul style="list-style-type: none"> macromolecules in foods buffer effect of plants & animals - liver & potato alka seltzer & reaction rates properties of water isotonic, hypertonic, hypotonic, solutions, etc. intro periodic table History of Atom Osmosis Egg Lab Enzyme Lab Accuracy of beakers vs. graduated cylinders, H2O mass to volume 	

AAEC Curriculum Map

CTE Courses

CTE Coherent Sequence	Veterinary Science Pathway	Ag Electives	Senior [†] ONLY [†] Elective
<input type="checkbox"/> Agriscience (ABS) <input checked="" type="checkbox"/> Biology (ABS) <input type="checkbox"/> Animal Science <input type="checkbox"/> Agribusiness	<input type="checkbox"/> Introduction to Veterinary Science <input type="checkbox"/> A & P <input type="checkbox"/> Diseases <input type="checkbox"/> Techniques	<input type="checkbox"/> Plant Science <input type="checkbox"/> Horsemanship 1 <input type="checkbox"/> Horsemanship 2 <input type="checkbox"/> Equine Science	<input type="checkbox"/> CTE Internships

SEMESTER: ☒ Fall ☐ Spring

3

Cell and Membrane Structure and Function

3.5 weeks

FOCUS STANDARDS	CONTENT STANDARDS	INTEGRATED STANDARDS	Notes
<p>Essential HS.L1U1.20 Ask questions and/or make predictions based on observations and evidence to demonstrate how cellular organization, structure, and function allow organisms to maintain homeostasis.</p> <p>HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p> <p>Plus HS+B.L1U1.4 Develop and use models to explain the interdependence and interactions between cellular organelles.</p> <p>Plus HS+B.L1U1.5 Analyze and interpret data that demonstrates the relationship between cellular function and the diversity of protein functions.</p> <p>Plus HS+B.L1U1.6 Develop and use models to show how transport mechanisms function in cells.</p> <p>Plus HS+B.L1U1.7 Develop and use models to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms (plant and animal).</p>	<p>CTE/Ag Program Standards:</p> <p>6.1-6.4</p>	<p>English Language Arts:</p> <p>RL.1 RL.10</p>	
		<p>W.10 SL.1 L.4</p> <p>Mathematical Practices</p> <p>MP.1 MP.2 MP.3 MP.4 MP.5 MP.6 MP.7 MP.8</p> <p>History and Social Studies</p> <p>SP.1 SP.2</p>	Notes
	<p>Biology Standards</p> <p>Essential HS.L1U1.20, HS-LS1-2, Plus HS+B.L1U1.4, Plus HS+B.L1U1.5, Plus HS+B.L1U1.6, Plus HS+B.L1U1.7</p>	<p>CTSO Integration</p> <p>FFA: Ag Sci Fair FFA: Vet Sci FFA: Meats Eval FFA: Milk Eval</p> <p>Work Based Learning</p> <p>Research SAE Classroom Presentation Classroom Jobs - Lab Manager Mock Interviews</p>	Notes
KEY ASSESSMENTS	Module/Unit Assessments:	Notes	
	<ul style="list-style-type: none">● Microscope work plant / animal cell● Cell factory competition● Cell organelle family photo album● Variation in cell structure lab		

AAEC Curriculum Map

CTE Courses

CTE Coherent Sequence	Veterinary Science Pathway	Ag Electives	Senior ⁺ ONLY ⁺ Elective
<input type="checkbox"/> Agriscience (ABS) <input checked="" type="checkbox"/> Biology (ABS) <input type="checkbox"/> Animal Science <input type="checkbox"/> Agribusiness	<input type="checkbox"/> Introduction to Veterinary Science <input type="checkbox"/> A & P <input type="checkbox"/> Diseases <input type="checkbox"/> Techniques	<input type="checkbox"/> Plant Science <input type="checkbox"/> Horsemanship 1 <input type="checkbox"/> Horsemanship 2 <input type="checkbox"/> Equine Science	<input type="checkbox"/> CTE Internships

SEMESTER: ☒ Fall ☐ Spring

4

Photosynthesis and Cellular Respiration

4 weeks

Unit/Module #

Unit/Module Title

Time

FOCUS STANDARDS	CONTENT STANDARDS	INTEGRATED STANDARDS	Notes
<p>HS.L2U1.21 Obtain, evaluate, and communicate data showing the relationship of photosynthesis and cellular respiration; flow of energy and cycling of matter.</p> <p>HS+B.L2U1.8 Develop and use models to develop a scientific explanation that illustrates how photosynthesis transforms light energy into stored chemical energy and how cellular respiration breaks down macromolecules for use in metabolic processes.</p>	<p>CTE/Ag Program Standards:</p> <p>6.1-6.4, 7.3, 7.4, 7.7</p>	<p>English Language Arts:</p> <p>RL.1 RL.10</p> <p>W.10 SL.1 L.4</p>	
	<p>Professional Skills</p> <p>1.0 2.0 3.0 4.0 5.0 6.0 7.0 8.0 9.0</p>	<p>Mathematical Practices</p> <p>MP.1 MP.2 MP.3 MP.4 MP.5 MP.6 MP.7 MP.8</p>	Notes
		<p>History and Social Studies</p> <p>SP1 SP2</p>	
	<p>Biology Standards</p>	<p>CTSO Integration</p> <p>FFA: Ag Sci Fair FFA: Floriculture FFA: Agronomy FFA: Nursery/Landscape FFA: Food Sci</p>	Notes
	<p>HS.L2U1.21, HS-B.L2U1.8</p>	<p>Work Based Learning</p> <p>Research SAE Classroom Presentation Classroom Jobs - Lab Manager Mock Interviews</p>	

KEY ASSESSMENTS	Module/Unit Assessments:	Notes
	<ul style="list-style-type: none"> Elodea in light or similar plant Prism activity with light Cellular respiration and exercise Possible fermentation activity Fermentation of yeast in Root Beer Drawing photosynthesis in action, chloroplast, and electron transport chain etc. 	

AAEC Curriculum Map

CTE Courses

CTE Coherent Sequence	Veterinary Science Pathway	Ag Electives	Senior ¹ ONLY ² Elective
<input type="checkbox"/> Agriscience (ABS) <input checked="" type="checkbox"/> Biology (ABS) <input type="checkbox"/> Animal Science <input type="checkbox"/> Agribusiness	<input type="checkbox"/> Introduction to Veterinary Science <input type="checkbox"/> A & P <input type="checkbox"/> Diseases <input type="checkbox"/> Techniques	<input type="checkbox"/> Plant Science <input type="checkbox"/> Horsemanship 1 <input type="checkbox"/> Horsemanship 2 <input type="checkbox"/> Equine Science	<input type="checkbox"/> CTE Internships

SEMESTER: ☒ Fall ☐ Spring

5

Cell Division

3.5 weeks

FOCUS STANDARDS	CONTENT STANDARDS	INTEGRATED STANDARDS	Notes
<p>Essential HS.L1U1.22 Construct an explanation for how cellular division (mitosis) is the process by which organisms grow and maintain complex, interconnected systems.</p> <p>Essential HS.L1U3.23 Obtain, evaluate, and communicate the ethical, social, economic and/or political implications of the detection and treatment of abnormal cell function.</p> <p>Plus HS-B.L1U1.9 Develop and use a model to communicate how a cell copies genetic information to make new cells during asexual reproduction (mitosis).</p> <p>Essential HS.L3U1.24 Construct an explanation of how the process of sexual reproduction contributes to genetic variation.</p> <p>Essential HS.L3U1.25 Obtain, evaluate, and communicate information about the causes and implications of DNA mutation.</p> <p>Essential HS.L3U3.26 Engage in argument from evidence regarding the ethical, social, economic,</p>	<p>CTE/Ag Program Standards: 2.1, 2.6-2.8, 3.9, 6.5</p>	<p>English Language Arts: RL.1 RL.10</p>	
<p>and/or political implications of a current genetic technology.</p> <p>Plus HS-B.L3U1.10 Use mathematics and computational thinking to explain the variation that occurs through meiosis and calculate the distribution of expressed traits in a population.</p> <p>Plus HS-B.L3U1.12 Analyze and interpret data on how mutations can lead to increased genetic variation in a population.</p>		<p>W.10 SL.1 L.4</p>	
	<p>Professional Skills 1.0 2.0 3.0 4.0 5.0 6.0 7.0 8.0 9.0</p>	<p>Mathematical Practices MP.1 MP.2 MP.3 MP.4 MP.5 MP.6 MP.7 MP.8</p>	Notes
		<p>History and Social Studies SP1 SP2</p>	
	<p>Biology Standards Essential HS.L1U1.22, Essential HS.L1U3.23, Plus HS-B.L1U1.9, Essential HS.L3U1.24, Essential HS.L3U1.25, Essential HS.L3U3.26, Plus HS-B.L3U1.10, Plus HS-B.L3U1.12</p>	<p>CTSO Integration FFA: Ag Sci Fair FFA: Vet Sci FFA: Dairy Judging FFA: Livestock Eval FFA: Horse Eval</p>	Notes
		<p>Work Based Learning Research SAE Classroom Presentation Classroom Jobs - Lab Manager Mock Interviews</p>	

KEY ASSESSMENTS	Module/Unit Assessments:	Notes
	<ul style="list-style-type: none"> Mitosis Inquiry activity Mitosis microscope work Story about Meiosis Phases of Mitosis with candy Mitosis & Meiosis flip books 	
	<ul style="list-style-type: none"> Mitosis Comic strip Cancer and Mitosis activity 	

CTE Courses

CTE Coherent Sequence	Veterinary Science Pathway	Ag Electives	Senior ² ONLY ² Elective
<input type="checkbox"/> Agriscience (ABS) <input checked="" type="checkbox"/> Biology (ABS) <input type="checkbox"/> Animal Science <input type="checkbox"/> Agribusiness	<input type="checkbox"/> Introduction to Veterinary Science <input type="checkbox"/> A & P <input type="checkbox"/> Diseases <input type="checkbox"/> Techniques	<input type="checkbox"/> Plant Science <input type="checkbox"/> Horsemanship 1 <input type="checkbox"/> Horsemanship 2 <input type="checkbox"/> Equine Science	<input type="checkbox"/> CTE Internships

SEMESTER: ☐ Fall ☒ Spring

6

Mendelian Genetics, Human Genetic Diseases

4.5 weeks

Unit/Module #

Unit/Module Title

Time

FOCUS STANDARDS	CONTENT STANDARDS	INTEGRATED STANDARDS	Notes
<p>Essential HS.L3U1.24 Construct an explanation of how the process of sexual reproduction contributes to genetic variation.</p> <p>Essential HS.L3U1.25 Obtain, evaluate, and communicate information about the causes and implications of DNA mutation.</p> <p>Essential HS.L3U3.26 Engage in argument from evidence regarding the ethical, social, economic, and/or political implications of a current genetic technology.</p> <p>Plus HS+B.L3U1.10 Use mathematics and computational thinking to explain the variation that occurs through meiosis and calculate the distribution of expressed traits in a population.</p> <p>Plus HS+B.L3U1.11 Construct an explanation for how the structure of DNA and RNA determine the structure of proteins that perform essential life functions.</p> <p>Plus HS+B.L3U1.12 Analyze and interpret data on how mutations can lead to increased genetic variation in a population.</p>	<p>CTE/Ag Program Standards:</p> <p>1.1.1.2, 2.2.6.3.7.6, 10.8.10.9</p>	<p>English Language Arts:</p> <p>RL.1.RL.10</p>	
	<p>W.10</p> <p>SL.1</p> <p>L.4</p>		
	<p>Professional Skills</p> <p>1.0.2.0.3.0.4.0.5.0.6.0.7.0.8.0.9.0</p>	<p>Mathematical Practices</p> <p>MP.1.MP.2.MP.3.MP.4.MP.5.MP.6.MP.7.MP.8</p>	Notes
		<p>History and Social Studies</p> <p>SP.1.SP.2</p>	
	<p>Biology Standards</p> <p>Essential HS.L3U1.24, Essential HS.L3U1.25, Essential HS.L3U3.26, Plus HS+B.L3U1.10, Plus HS+B.L3U1.11, Plus HS+B.L3U1.12</p>	<p>CTSO Integration</p> <p>FFA: Ag Sci Fair FFA: Vet Sci FFA: Dairy Judging FFA: Livestock Eval FFA: Horse Eval FFA: Poultry FFA: Meats Eval FFA: Floriculture FFA: Agronomy FFA: Nursery/Landscape FFA: Forestry FFA: Ag Bus Mgt FFA: Prepared Public Speaking FFA: Extemp Public Speaking FFA: Ag Issues</p> <p>Work Based Learning</p> <p>Research SAE Classroom Presentation Classroom Jobs - Lab Manager Mock Interviews</p>	Notes

KEY ASSESSMENTS	Module/Unit Assessments:	Notes
	<ul style="list-style-type: none"> Genetics stations Genetic offspring activity Punnett square Dominant/recessive activity Plant genetics Design a dragon Monster Speed Dating Emoji genetics PTC test Genetic Diseases brochure 	
	<ul style="list-style-type: none"> Understanding pedigrees 	

CTE Courses			
CTE Coherent Sequence	Veterinary Science Pathway	Ag Electives	Senior "ONLY" Elective
<input type="checkbox"/> Agriscience (ABS) <input checked="" type="checkbox"/> Biology (ABS) <input type="checkbox"/> Animal Science <input type="checkbox"/> Agribusiness	<input type="checkbox"/> Introduction to Veterinary Science <input type="checkbox"/> A & P <input type="checkbox"/> Diseases <input type="checkbox"/> Techniques	<input type="checkbox"/> Plant Science <input type="checkbox"/> Horsemanship 1 <input type="checkbox"/> Horsemanship 2 <input type="checkbox"/> Equine Science	<input type="checkbox"/> CTE Internships

5 weeks

26

CTE Courses

CTE Coherent Sequence	Veterinary Science Pathway	Ag Electives	Senior ONLY Elective
<input type="checkbox"/> Agriscience (ABS) <input checked="" type="checkbox"/> Biology (ABS) <input type="checkbox"/> Animal Science <input type="checkbox"/> Agribusiness	<input type="checkbox"/> Introduction to Veterinary Science <input type="checkbox"/> A & P <input type="checkbox"/> Diseases <input type="checkbox"/> Techniques	<input type="checkbox"/> Plant Science <input type="checkbox"/> Horsemanship 1 <input type="checkbox"/> Horsemanship 2 <input type="checkbox"/> Equine Science	<input type="checkbox"/> CTE Internships

SEMESTER: ☐ Fall ☒ Spring

8

Biological Evolution and Classification

4 weeks

Unit/Module #

Unit/Module Title

Time

FOCUS STANDARDS

Essential HS.L4U1.27 Obtain, evaluate, and communicate evidence that describes how changes in frequency of inherited traits in a population can lead to biological diversity.

Essential HS.L4U1.28 Gather, evaluate, and communicate multiple lines of empirical evidence to explain the mechanisms of biological evolution.

Plus HS+B.L4U1.13 Obtain, evaluate, and communicate multiple lines of empirical evidence to explain the change in genetic composition of a population over successive generations.

Plus HS+B.L4U1.14 Construct an explanation based on scientific evidence that the process of natural selection can lead to adaptation.

CONTENT STANDARDS

CTE/Ag Program Standards:

[4.7.4.8.7.2](#), [8.6.8.7.9.2.9.5.10.8.10.9.10.10.11.1](#)

INTEGRATED STANDARDS

English Language Arts:

[RL.1](#) [RL.10](#)

Notes

Professional Skills

[1.0.2.0.3.0.4.0.5.0.6.0.7.0.8.0.9.0](#)

Mathematical Practices

[MP.1](#) [MP.2](#) [MP.3](#) [MP.4](#) [MP.5](#) [MP.6](#) [MP.7](#) [MP.8](#)

Notes

History and Social Studies

[SP.1](#) [SP.2](#)

Biology Standards

[Essential HS.L4U1.27](#), [Essential HS.L4U1.28](#), [Plus HS+B.L4U1.13](#), [Plus HS+B.L4U1.14](#)

CTSO Integration

FFA: Ag Sci Fair
 FFA: Vet Sci
 FFA: Dairy Judging
 FFA: Livestock Eval
 FFA: Horse Eval
 FFA: Poultry
 FFA: Meats Eval
 FFA: Floriculture
 FFA: Agronomy
 FFA: Nursery/Landscape
 FFA: Forestry
 FFA: Prepared Public Speaking
 FFA: Extemp Public Speaking
 FFA: Ag Issues
 FFA: Wildlife/Nature Resources
 FFA: Soils
 FFA: Entomology
 FFA: Ag Mech
 FFA: Aquaculture

Notes

Work Based Learning

Research SAE
 Classroom Presentation
 Classroom Jobs - Lab Manager
 Mock Interviews

KEY ASSESSMENTS

Module/Unit Assessments:

- Geological time
- Fossils
- Adaptation activity
- Natural Selection activity with beans
- Real life examples of Coevolution and other definitions
- Dwarfism & Gigantism in Island Species
- Classification lab
- Plant Adaptations
- Evolution of Plants
- Evolution of Insects
- Population Genetics Lab

Notes

CTE Courses

CTE Coherent Sequence	Veterinary Science Pathway	Ag Electives	Senior" ONLY" Elective
<input type="checkbox"/> Agriscience (ABS) <input checked="" type="checkbox"/> Biology (ABS) <input type="checkbox"/> Animal Science <input type="checkbox"/> Agribusiness	<input type="checkbox"/> Introduction to Veterinary Science <input type="checkbox"/> A & P <input type="checkbox"/> Diseases <input type="checkbox"/> Techniques	<input type="checkbox"/> Plant Science <input type="checkbox"/> Horsemanship 1 <input type="checkbox"/> Horsemanship 2 <input type="checkbox"/> Equine Science	<input type="checkbox"/> CTE Internships

SEMESTER: ☐ Fall ☒ Spring

9

Ecology and the Interdependence of Organisms

3.5 weeks

Unit/Module #

Unit/Module Title

Time

FOCUS STANDARDS	CONTENT STANDARDS	INTEGRATED STANDARDS	Notes
<p>Essential HS.L2U3.18 Obtain, evaluate, and communicate about the positive and negative ethical, social, economic, and political implications of human activity on the biodiversity of an ecosystem.</p> <p>Plus HS+B.L2U1.1 Develop a model showing the relationship between limiting factors and carrying capacity, and use the model to make predictions on how environmental changes impact biodiversity.</p> <p>Plus HS+B.L4U1.2 Engage in argument from evidence that changes in environmental conditions or human interventions may change species diversity in an ecosystem</p>	CTE/Ag Program Standards:	English Language Arts:	
	1.1.2.3, 2.7.2.8, 4.3.5.2	RL.1 RL.10	
		W.10 SL.1 L.4	
	Professional Skills	Mathematical Practices	Notes
	1.0.2.0.3.0.4.0.5.0.6.0.7.0.8.0.9.0	MP.1 MP.2 MP.3 MP.4 MP.5 MP.6 MP.7 MP.8	
		History and Social Studies	
		SP.1 SP.2	
	Biology Standards	CTSO Integration	Notes
		FFA: Ag Sci Fair FFA: Wildlife FFA: Forestry	
	Essential HS.L2U3.18, Plus HS+B.L2U1.1, Plus HS+B.L4U1.2	FFA: Ag Issues FFA: Prepared Public Speaking FFA: Extemp Public Speaking FFA: Entomology	
		Work Based Learning	
		Research SAE Classroom Presentation Classroom Jobs - Lab Manager Mock Interviews	

KEY ASSESSMENTS	Module/Unit Assessments:	Notes
	<ul style="list-style-type: none"> Food web activity Diagram Food web include Biogeochemical cycles Predator/Prey - "Oh Deer" Owl Pellets Deadly Links Ecology packet 	

Indicator 1a 1b

CTE Program Curriculum Map										
Program & Sequence:		Digital Photography I								
Semester:		1, 2								
Week	Minutes	Unit	Lessons	CTE Standards	Academic Standards Integration	Lab Time/Description	CTSO & Professional Standard Integration	Industry Certification	Student Accommodations	Work-based Learning
1	120	1	Get to Know Me, Ice Breakers, CTSO			0 - No Lab		Adobe Certified Professional	Condensed notes, worksheets	Underwater Photography: Swim Team
2	285	1	Intro to Photography and CTSO, Photography Genres	1.2, 1.3, 1.4, 1.10, 4.4	Notes RI4	0 - No Lab	1	Adobe Certified Professional	Condensed notes, worksheets	Underwater Photography: Swim Team
3	285	1	Mobile Photography	4.2, 4.3, 5.3, 5.4, 5.5	Notes RI4	0 - No Lab	3	Adobe Certified Professional	Condensed notes, worksheets, collaboration	Sports Photography: Practice Games
4	285	1	Intro to iMacs, Unit 1 Review, Unit 1 Exam	5.1, 5.2, 5.3, 5.4, 5.5	Notes RI4	285 mins - Exploring the iMacs, Review, Unit 1 Exam (Equip: iMacs)	2	Adobe Certified Professional	Condensed notes, worksheets	Underwater Photography: Swim Team Sports: Practice Games
5	285	2	History of Photography	1.1, 4.1, 4.5, 4.6, 4.7	Research W. 7, W.9, W.10	0 - No Lab	1	Adobe Certified Professional	Condensed notes, worksheets	Sports Photography: Practice Games
6	165	2	Photographer Research	1.1, 4.1, 4.5, 4.6, 4.7	Notes RI4	165 mins - Photographer Research (Equip: iMacs)	1,2	Adobe Certified Professional	Condensed research assignment	Portrait Studio: Lighting
7	200	2	The Camera Notes, Unit 2 Review, Unit 2 Exam	1.1, 5.5	Notes RI4	180 minutes - Review, Unit 2 Exam (Equip: iMacs)	FBLA Camp 3	Adobe Certified Professional	Condensed notes, worksheets	Portrait Studio: Lighting, Football Game, Volleyball Game
8	285	3	Elements of Design, Principles of Design, Review	6.1, 6.2, 6.3, 6.4, 6.5	Writing W.2, W.4	180 minutes - PoD Assignment, Review (Equip: iMacs)	4, 5	Adobe Certified Professional	Condensed notes, worksheets	Portrait Studio: Lighting
9	285	3	Guidelines for Composition, Assessment	6.1, 6.2, 6.3, 6.4, 6.5	Critique RI. 2, RI.8, W.2	285 mins - GFC Assignment, GFC Assessment (Equip: iMacs, Canon Cameras, Lightroom/Photoshop)	FBLA On Ice 2	Adobe Certified Professional	Condensed notes, worksheets, collaboration	Portrait Studio: Lighting
10	225	3	Macro Photography	6.1, 6.2, 6.3, 6.4, 6.5	Organization W.7, W.9, W.10	225 mins - Macro Photography (Equip: iMacs, Canon Cameras, Lightroom/Photoshop)	3	Adobe Certified Professional	Condensed notes, worksheets, collaboration	Homecoming Game, Assembly: Event Photography
11	240	4	Manual Mode Notes, Vocabulary, Video	5.6, 5.7, 5.7, 7.1, 7.2, 7.3, 7.4 7.5, 7.7,	Research W. 7, W.9, W.10	165 mins - Peardeck Presentation, Videos (Equip: iMacs)	2, 5	Adobe Certified Professional	Condensed notes, worksheets	Musical, Costume Baseball, Club Photography
12	240	4	Canon Manual Mode Simulator, Post-It Activity	5.6, 5.7, 5.7, 7.1, 7.2, 7.3, 7.4 7.5, 7.7,	Research RI. 4	165 mins - Canon Manual Mode Simulator (Equip: iMacs)	FBLA Fall Leadership ganza 2, 5	Adobe Certified Professional	Condensed assignment	Club Photography, Studio Photography
13	285	4	Manual Mode Lab, Manual Mode Booklet	5.6, 5.7, 5.7, 5.8, 7.1, 7.2, 7.3, 7.4 7.5, 7.7, 9.1	Notes RI4	225 mins - Manual Mode Lab (Equip: iMacs, Canon Cameras, Lightroom/Photoshop)	FBLA Online Testing Tournament 2,5	Adobe Certified Professional	Condensed notes, worksheets	Veteran's Day Parade

Curriculum Map Template

CTE Program Curriculum Map										
Program & Sequence:		Culinary Arts								
Semester:		Fall 2021								
Week	Minutes	Unit	Lessons	CTE Standards	Academic Standards Integration	Lab Time/Description	CTSO & Professional Standard Integration	Industry Certification	Student Accommodations	Workbased Learning
Week 1	120	Intro to Culinary Arts			RI.1				Encourage Participation from all students	Staff Coffee
Week 2	240	Food Safety	Personal Hygiene/Hazards	1.4, 1.2, 1.5	L1, L2	180 Minutes- No bake Cheesecake/ Chocolate Chip Cookies/ Blueberry Muffins	3.A, 8.C, 8.E		Call on all non-Volunteers	Staff Coffee
Week 3	240	Food Safety	Foodborne illness/ FAT TOM	1.1, 1.10, 1.12, 1.13	RI.4	180 Minutes- Rice Pilaf/ Brownies/ Sugar Cookies	3.A, 8.C, 8.E		All extra time on Assessment	Staff Coffee
Week 4	240	Food Safety	HACCP/ Food Safety Assessment	1.1, 1.10, 1.11	L1, L2	120 minutes- Mac and Cheese/ Peanutbutter cookies	3.A, 8.C, 8.E		Reward questions for understanding	Staff Coffee
Week 5	240	Facility Sanitation	Food Spoilage & Contamination/ OSHA	1.2, 1.8, 1.9, 2.1, 2.5	L1, L2	120 Minutes- Baked Churros, quick no-rise rolls	8.C, 8.D/ Learn about FCCLA Assignment	OSHA-10- 45 Minutes	Allow extra time on Assessment	Staff Coffee
Week 6	240	Facility Sanitation	Disposal and Recycling	1.7, 2.2, 2.3	W.1	120 Minutes- Biscuits and Gravy	8.C, 8.D/ Register for FCCLA Membership	OSHA-10- 45 Minutes	Read questions aloud as needed	Staff Coffee
Week 7	240	Facility Sanitation	Signs of Pests/ Chemical use and Storage	1.8, 2.1, 2.2	W.1	120 Minutes-	8.C, 8.D, 8.E	OSHA-10- 45 Minutes	Allow time to re-do task	Staff Coffee
Week 8	240	Facility Sanitation	Side work/ Regulatory Agencies	1.9, 2.1, 2.2	MP.5	120 Minutes-	8.A, 8.C, 8.D, 8.E, 8.F	OSHA-10- 45 Minutes	Pair with buddy for increased participation	Staff Coffee
Week 9	240	Facility Sanitation	Unit Assessment	1.0, 2.0	W.6	120 Minutes-		OSHA-10- 45 Minutes	Encourage Participation from all students	Staff Coffee
Week 10	240	Knife Skills	Knife Handling/ Cleaning and Maintenance	5.1	W.8	120 Minutes- Basic Knife cuts, Egg Rolls	4.B	OSHA-10- 45 Minutes	Call on all non-Volunteers	Staff Coffee
Week 11	240	Knife Skills	Types of Knives, Uses, and Parts	5.1	P.3	120 Minutes- Knife Cuts, California Rolls	4.B	OSHA-10- 45 Minutes	Allow extra time on Assessment	Staff Coffee
Week 12	240	Knife Skills	Knife Cuts	5.1, 7.1	P.3, MP.1	120 Minutes- Knife Cuts, Fried Rice	4.B, 8.F	OSHA-10- 45 Minutes	Reward questions for understanding	Staff Coffee
Week 13	240	Knife Skills	Knife Assessment	5.1, 7.1	P.3, W.8	120 Minutes-Knife Cuts	4.B, 8.F	OSHA-10- 45 Minutes	Allow extra time on Assessment	Staff Coffee
Week 14	240	Recipe Skills	Recipe Parts and formats	4.1, 4.2	MP.4, MP.6	120 Minutes- Chocolate Chip Cookies	1.A	OSHA-10- 45 Minutes	Read questions aloud as needed	Staff Coffee
Week 15	240	Recipe Skills	Scaling and measurements	4.1, 4.4, 7.2	MP.4, MP.6	120 Minutes- Hamburger Rolls	1.A, 1.B	OSHA-10- 45 Minutes	Allow time to re-do task	Staff Coffee
Week 16	240	Recipe Skills	Read, follow, execute recipes	4.1, 4.4, 7.2	MP.4, MP.6	120 Minutes- Chocolate Chip Cookies	1.A, 1.B	OSHA-10- 45 Minutes	Pair with buddy for increased participation	Staff Coffee
Week 17	240	Recipe Skills	Measurement conversions	4.1, 4.2, 4.3, 4.4	MP.4, MP.6	120 Minutes- Conversions Lab	1.A, 1.B, 1.C, 5.A, 5.B	OSHA-10- 45 Minutes	Allow extra time for completion	Staff Coffee
Week 18	240	Recipe Skills	OSHA 10 Extra Time (remediation)/ Culinary Equivalents	4.1, 4.4	RI.3, MP.4	120 Minutes- Equivalents Lab	1.A, 1.B, 5.A, 5.B	OSHA-10- 45 Minutes	Monitor independent work	Staff Coffee
Week 19	240	Recipe Skills	Mixing Methods	4.1, 4.3, 4.5, 7.2	MP.1, RI.3	120 Minutes- Strawberry Muffins/ Whipped Cream	1.A, 1.B, 1.C, 5.A, 5.B, 5.E	OSHA-10- 45 Minutes	Provide consistent daily routine	Staff Coffee
CTE Program Curriculum Map										
Program & Sequence:		Culinary Arts								
Semester:		Fall 2021								
Week	Minutes	Unit	Lessons	CTE Standards	Academic Standards Integration	Lab Time/Description	CTSO & Professional Standard Integration	Industry Certification	Student Accommodations	Workbased Learning
Week 20	240	Recipe Skills	Unit Assessment/ OSHA 10 Extra Time	4.1, 4.3, 4.5, 7.2	MP.1, RI.3	120 Minutes-Mac and Cheese, Chicken pot pie	1.A, 1.B, 1.C, 5.A, 5.B, 5.E	OSHA-10- 45 Minutes	Simplified curriculum	Staff Coffee
Week 21	240	Recipe Skills	OSH 10 Extra time/Gingerbread houses	4.3, 4.4, 10.4, 10.6	MP.1	240 Minutes-Gingerbread houses	1.A, 1.B, 1.C, 5.A, 5.B, 5.E	OSHA-10- 45 Minutes	Allow students to re-do assessment	Staff Coffee

Indicator 1a

Abbreviation Key: Tech Stds: Technical Standards
Tech MC: Technical Measurement Criteria
Prof MC: Professional Measurement Criteria
WBL: Work Based Learning
CTSO: Career and Technical Student Organization
DE: Dual Enrollment

Year 1		
Semester 1		
Quarter 1		
Unit 1 (5 hours) Classroom: 5 hours Lab: 0 hours Unit Name: Introduction to Early Childhood Program Unit Summary: Community-building, Intro. to Tech and Professional Skills, Professional organizations, Ethics: Professional and technology, Intro to CTOS: FCCLA Tech Stds: Overview of all standards Tech. MC: Overview of all standards Prof MC: Overview of all standards WBL: Team Building CTSO: Introduce FCCLA, 1st chapter meeting Academic Stds: Community building: ELA 11-12.SL.1 Industry/DE: TB Skin Test requirement to work in childcare (AZDHS) Lab 51%+: No	Unit 2 (15 hours) Classroom: 10 hours Lab: 5 hours Unit Name: Influences on Child Development Unit Summary: family structures, cultural influences, heredity vs. environment, socio economic impact Tech Stds: 1.0 Tech. MC: 1.1 Prof MC: INTERGENERATIONAL AND CROSS-CULTURAL COMPETENCE: 6.B WBL: None CTSO: Attend FCCLA Chapter Leadership Camp, weekly chapter meetings during school day Academic Stds: analyzing heredity vs. environment project: ELA-11-12.W.9, development debate: ELA-11-12.SL.1d. Industry/DE: None Lab 51%+: Yes	Unit 3 (20 hours) Classroom: 10 hours Lab: 10 hours Unit Name: Introduction to Human Growth and Development Unit Summary: Developmental Theorists, developmental domains, human reproduction, conception, genetic factors Tech Stds: 1.0 & 2.0 Tech. MC: 1.1, 1.2, 1.4, 1.5, 2.0 Prof MC: WBL: none CTSO: Host a Family Movie Night, community service project, weekly chapter meetings during school day Academic Stds: Children's development story writing: ELA-11-12.W.4 Industry/DE: None Lab 51%+: Yes

Abbreviation Key: Tech Stds: Technical Standards
Tech MC: Technical Measurement Criteria
Prof MC: Professional Measurement Criteria
WBL: Work Based Learning
CTSO: Career and Technical Student Organization
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Year 1		
Unit 4 (15 hours) Classroom: 10 hours Lab: 5 hours Unit Name: Prenatal Growth and Development Unit Summary: Organism development (germinal, embryonic, fetal), expectant mother progress, factors that affect pregnancy and fetal development, labor and delivery Tech Stds: 2.0 Tech. MC: 2.1, 2.2, 2.3 Prof MC: COLLABORATION 2C WBL: none CTSO: Attend FCCLA Fall Leadership Conference, weekly chapter meetings during school day Academic Stds: ELA Presenting 11-12.SL.4 Industry/DE: none Lab 51%+: Yes	Unit 5 (15 hours) Classroom: 8 hours Lab: 7 hours Unit Name: Infant Growth and Development Unit Summary: Physical growth and needs (diapering, bathing, feeding), reflexes, physical development (motor skills), cognitive development (Piaget's sensorimotor stage) social-emotional development, language acquisition, caring for infants Tech Stds: 3.0 Tech. MC: 3.1, 3.2, 3.3,3.4, 3.5, 3.6, 3.7 Prof MC: WBL: RealCare Baby Simulation CTSO: Collaborate with "We Help Two" for sock sales and donation of funds, weekly chapter meetings during school day Academic Stds: Industry/DE: none Lab 51%+: Yes	Unit 6 (10 hours) Classroom: 5 hours Lab: 5 hours Unit Name: Toddler Growth and Development Unit Summary: Physical development, cognitive development, social-emotional development, language acquisition, approaches to learning Tech Stds: 4.0 Tech. MC: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 Prof MC: WBL: Internship- Tiger Cub Learning Center CTSO: Host a family-friendly petting zoo event on campus, weekly chapter meetings during school day Academic Stds: Industry/DE: None Lab 51%+: Yes
Semester 2		
Quarter 3		

Tech MC: Technical Measurement Criteria
Prof MC: Professional Measurement Criteria
WBL: Work Based Learning
CTSO: Career and Technical Student Organization
DE: Dual Enrollment

Year 1		
Unit 7 (10 hours) Classroom: 5 hours Lab: 5 hours Unit Name: Preschool Growth and Development Unit Summary: Physical development, cognitive development, social-emotional development, language acquisition, approaches to learning Tech Stds: 1.0 & 5.0 Tech. MC: 1.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 Prof MC: WBL: Internship- Tiger Cub Learning Center CTSO: Toys that Teach FCCLA lesson, weekly chapter meetings during school day, SLC training day with culinary FCCLA (all school day on campus) Academic Stds: Industry/DE: First-Aid, CPR Certification Lab 51%+: Yes	Unit 8 (10 hours) Classroom: 5 hours Lab: 5 hours Unit Name: Early Elementary Growth and Development Unit Summary: Physical development, cognitive development, social-emotional development, language acquisition, approaches to learning Tech Stds: 6.0 Tech. MC: 6.1, 6.2, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Prof MC: WBL: Internship- local elementary schools CTSO: Attend FCCLA State Leadership Conference, weekly chapter meetings during school day Academic Stds: leadership group discussions Industry/DE: none Lab 51%+: Yes	Unit 9 (20 hours) Classroom: 15 hours Lab: 5 hours Unit Name: Developmentally Appropriate Practices (DAP) and learning environments Unit Summary: Infants, toddlers, preschoolers, early elementary Tech Stds: 10.0, 11.0, 12.0 Tech. MC: 10.1-10.8, 11.1-11.6, 12.1-12.14 Prof MC: LEGAL AND ETHICAL PRACTICES: 8C, 8D WBL: Worksite Simulation: Students act as a Quality First Assessor and assess onsite daycare CTSO: Collaboration fundraiser with Child Crisis AZ, weekly chapter meetings during school day, holiday fundraisers Academic Stds: Industry/DE: none Lab 51%+: Yes
Quarter 4		
Unit 10 (10 hours) Classroom: 8 hours Lab: 2 hours Unit Name: Health and Nutrition Unit Summary: Safe food handling and protocols, sanitation, childhood diseases and illnesses, hand-washing procedures, nutrition charts, preparing age-appropriate meals Tech Stds: 8.0 Tech. MC: 8.1, 8.4, 8.5, 8.8, 8.9 Prof MC: WBL: none CTSO: chapter officer elections, community service project, weekly chapter meetings during school day Academic Stds: Industry/DE: Bloodborne Pathogens certification Lab 51%+: Yes	Unit 11 (12 hours) Classroom: 10 hours Lab: 2 hours Unit Name: Parenting Styles, Discipline, and Promoting Prosocial Behavior Unit Summary: Diana Baumrind theory, influences of media, child abuse and neglect, sharing, taking turns, routines, emotions, modeling, redirection, etc. Tech Stds: 13.0, 15.0 Tech. MC: 13.1-13.7, 14.6, 15.5, 15.6, 15.7 Prof MC: WBL: none CTSO: Candle lighting ceremony/ new officer initiation, community service project, weekly chapter meetings during school day Academic Stds: Industry/DE: Mandatory Reporting Certificate Lab 51%+: Yes	Unit 12 (15 hours) Classroom: 5 hours Lab: 10 hours Unit Name: Careers in Early Childhood Education Unit Summary: NAEYC, FTF, AZ Workforce Registry, associated professions, AzCIS/ECAP portfolio (resumes, references) Tech Stds: 15.0 Tech. MC: 15.1 - 15.3, 15.8, 15.9 Prof MC: ORGANIZATIONAL CULTURE: 7A, 7B, 7C WBL: Career Plan Portfolio CTSO: End of year chapter celebration/book signing event Academic Stds: resume, career portfolio- ELA 11-12.SL.1, 11-12.SL.6 11-12.W.4, 11-12.W.2 F 11-12.W.4 Industry/DE: ECE Field Panel Lab 51%+: Yes

Indicator 1b

2022-23

PROGRAM NAME

Lab Calendar Sample

115 lab days/152 course days = 76% Lab Days

45 minutes per day x 115 days=5175 minutes/6840 minutes=76% Lab Minutes

April						
WK	M	T	W	T	F	S S
52						1 2
1	3	4	5	6	7	8 9
2	10	11	12	13	14	15 16
3	17	18	19	20	21	22 23
4	24	25	26	27	28	29 30

July						
WK	M	T	W	T	F	S S
13					1 2 3	
14	4	5	6	7	8 9 10	
15	11	12	13	14	15 16 17	
16	18	19	20	21	22 23 24	
17	25	26	27	28	29 30 31	

October						
WK	M	T	W	T	F	S S
26					1 2	
27	3	4	5	6	7	8 9
28	10	11	12	13	14	15 16
29	17	18	19	20	21	22 23
30	24	25	26	27	28	29 30
31	31					

January						
WK	M	T	W	T	F	S S
39						1
40	2	3	4	5	6	7 8
41	9	10	11	12	13	14 15
42	16	17	18	19	20	21 22
43	23	24	25	26	27	28 29
44	30	31				

May						
WK	M	T	W	T	F	S S
4	1	2	3	4	5	6 7
5	8	9	10	11	12	13 14
6	15	16	17	18	19	20 21
7	22	23	24	25	26	27 28
8	29	30	31			
9						

August						
WK	M	T	W	T	F	S S
18	1	2	3	4	5	6 7
19	8	9	10	11	12	13 14
20	15	16	17	18	19	20 21
21	22	23	24	25	26	27 28
22	29	30	31			

November						
WK	M	T	W	T	F	S S
31		1	2	3	4	5 6
32	7	8	9	10	11	12 13
33	14	15	16	17	18	19 20
34	21	22	23	24	25	26 27
35	28	29	30			

February						
WK	M	T	W	T	F	S S
44			1	2	3	4 5
45	6	7	8	9	10	11 12
46	13	14	15	16	17	18 19
47	20	21	22	23	24	25 26
48	27	28				

June						
WK	M	T	W	T	F	S S
9			1	2	3	4 5
10	6	7	8	9	10	11 12
11	13	14	15	16	17	18 19
12	20	21	22	23	24	25 26
13	27	28	29	30		

September						
WK	M	T	W	T	F	S S
22				1	2	3 4
23	5	6	7	8	9	10 11
24	12	13	14	15	16	17 18
25	19	20	21	22	23	24 25
26	26	27	28	29	30	

December						
WK	M	T	W	T	F	S S
35				1	2	3 4
36	5	6	7	8	9	10 11
37	12	13	14	15	16	17 18
38	19	20	21	22	23	24 25
39	26	27	28	29	30	31

March						
WK	M	T	W	T	F	S S
48			1	2	3	4 5
49	6	7	8	9	10	11 12
50	13	14	15	16	17	18 19
51	20	21	22	23	24	25 26
52	27	28	29	30	31	

- No School
- Lab Day
- Lecture/Instruction Day
- School Wide Intervention Day (Lab/CTSO work optional)
- FCCLA State Conference
- Final Exams

2023-2024 MARANA ECE LAB/WBL and CTSO CALENDAR

Year 1

*Non-colored days indicate
lecture/teacher-led activities*

7- First Day of School
introduce CTSO to all classes
15-17- Year 1 Lab Day: Unit 2
28-29- Year 1 Lab Day: Unit 2

1- Staff PD no school
4- Labor Day no school
13-15- Year 1 Lab Day: Unit 3
27-29- Chapter Leadership Camp (CTSO)
25-29- Year 1 Lab Day: Unit 3

6- Family Movie Night (CTSO)
9-13- Fall Break
All month- sock fundraiser
23-27 Year 1 Lab Day: Unit 4

1-8- Year 1 Lab Day: Unit 4
9- Fall Leadership Conference (CTSO)
All month- sock fundraiser
10- Veterans Day
16-21- Year 1 Lab Day: Unit 5
22-24- Thanksgiving Break

4-8- Year 1 Lab Day: Unit 5
9- Petting Zoo Fundraiser (CTSO)
20-22- Year 1 Lab Day: Unit 6
25-29- Winter Break

1-5- Winter Break
12- Staff PD no school
15- MLK Day no school
17-26- Year 1 Lab Day: Unit 7
30-31- MHS FCCLA Pre-Conference Event

AUGUST 2023						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

MARCH 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY 2024						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE 2024						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JULY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

8- Year 1 Lab Day: Unit 8

12-16- FCCLA Week
19-21- Year 1 Lab Day: Unit 8
22-23- Rodeo Break

4-8- Year 1 Lab Day: Unit 9
8- 2024-2025 Officer Candidate Applications due (CTSO)
11-12- 2024-2025 Officer Candidate Speeches presented in class/voting
13- 2024-2025 Officer announcement
18-22- Spring Break
27-29- Year 1 Lab Day: Unit 10

1-3- State Leadership Conference (CTSO)
1-3- Year 1 Lab Day: Unit 10
22-26- Year 1 Lab Day: Unit 11

3- Officer Bootcamp with Culinary (CTSO)
4- End of Year event (CTSO)
11- Officer Installation Ceremony (CTSO)
23- Last Day of School

Summer Break
28-30- National Leadership Conference (Qualifiers only- CTSO)(28th is a travel day)

1-4- National Leadership Conference (Qualifiers only- CTSO)(4th is a travel day)

** This calendar is approximate and dates/activities can change at anytime**

Indicator 1c



Hello! My name is _____ Culinary Arts teacher, and I am so excited to have your child in my class and I look forward to teaching him/her this year. Please feel free to contact me if you have any questions or concerns.

Course Description

This is the introduction of a two year culinary arts program, the entry level for those students interested in pursuing a career in the food service industry. It is offered as a classroom and laboratory based course. The program provides a solid foundation in culinary arts from theory to application. It covers important topics such as sanitation and safety, nutrition and food science, as well as culinary and baking techniques. Instilling practical knowledge and skills that students can apply throughout their careers.

Course Objective

To provide students with the professional skills and the expertise needed to enter into the field of culinary arts, and to prepare them for future opportunities such as working in the industry and even opening their own culinary businesses.

CULINARY ARTS LEVEL 1, TECHNICAL STANDARDS

- 1.0 APPLY SANITATION PROCEDURES.
- 2.0 APPLY SAFETY PROCEDURES.
- 3.0 APPLY BASIC NUTRITIONAL CONCEPTS.
- 4.0 INTERPRET RECEIPTS.
- 5.0 USE SMALL COMMERCIAL EQUIPMENT AND SMALLWARES.
- 6.0 USE LARGE COMMERCIAL GRADE EQUIPMENT.

moment and waste their time, since they have limited time in the lab, as well as in the classroom, and to avoid distractions, cross contamination and other issues. Failure to ignore this protocol, the student(s) found with their cell phones, will be dismissed from the lab immediately, and points will be deducted from his/her grade. If phone issues persist, students may lose lab privileges and will be asked to complete alternative assignments for credit.

Personal Protective Equipment (PPE):

This protocol applies mainly for the culinary lab. Students must always wear their aprons, hair nets, closed toe shoes (are required without exception) and gloves (If necessary) when working at the lab. If a student has to leave the lab for any reason, he/she will take off the apron and hair net, and will re-use it upon his/her return.

Absentee Policy:

If the student is absent, he/she is still responsible for completing the assignments. Students should check our Canvas course page, and all the work will always be there under assignments. The student will have 2 extra days to complete the missing assignments, if the student fails to turn in the work after that, full credit may not be available. If the student missed a cooking practice, he/she should cook the recipe at home and provide evidence of it by filming a video or creating a photography collage for credit.

Course Resources:

Students will only need their chromebooks, paper, pen or pencil. During lab days, they will need their recipes printed.

Online Expectations (Technology):

Students will be using their chromebooks daily. All the assignments, assessments and projects will always be found in our course page on Canvas. Students are expected to respect and follow all Yuma Union High School District 70 digital safety rules and guidelines. Failure to do so, students may lose their privilege of using technology during my class.

Grading:

All the assignments will be graded on a scale from 0 to 4, with 4 being the highest score, and 0 the lowest.

Grading Chart:

4	A
3	B
2	C
1	D
0	F

CULINARY ARTS LEVEL 2, TECHNICAL STANDARDS

- 7.0 INTERPRET FOOD PREPARATION TECHNIQUES.
- 8.0 PREPARE HOT FOODS.
- 9.0 APPLY BASIC PRINCIPLES OF GARDE MANGER.
- 10.0 PREPARE BAKERY AND PASTRY PRODUCTS
- 11.0 PERFORM DINING AND BEVERAGE CATERING OPERATION IN A SCHOOL-BASED ENTERPRISE
- 12.0 APPLY CULINARY MATHEMATICS.

Class Rules and Expectations:

1. Always treat others the way you want to be treated, and be helpful and supportive towards your classmates. In this class, we all are "one" team.
2. Be on time, and with a good attitude
3. Students may eat healthy food or snacks and drink only water; only in the classroom, in the lab they can eat the food we cook, after chores are done.

Lab Rules:

1. Be willing to try new food.
2. Stay at your workstation and avoid wandering around.
3. Only take the ingredients needed for your lab practice. **DO NOT** waste resources.
4. Respect all the equipment, and give it the appropriate use.
5. Clean up after yourself.

Consequences:

1. Call home
2. Detention
3. Referral
4. Suspension
5. Loss of lab privileges.

Dress code:

In order to be able to participate in the laboratory practices, students must wear clean clothes, no baggy clothing is allowed, as well as tank tops, low-cut blouses, spaghetti straps, crop tops, shorts, hoodies, caps, sunglasses and extremely distressed jeans. No open toed shoes, sandals or flip flops are allowed either.

Jewelry:

On lab days, jewelry should be limited to a watch and a plain ring, all other jewelry must be removed prior to entering the lab, because it represents a physical hazard to the food, and to prevent accidents.

Cell Phones:

Students are not allowed to have their cell phones in the classroom, or at the culinary lab. They should be kept in their backpacks, to prevent students from feeling tempted to check them every

Tests, quizzes and Retakes:

Retakes of tests and quizzes will be available to students that have completed all of the assignments done in class. Otherwise students will not have that benefit.

Classroom work and Homework

There are not going to be homework assignments for students in my class. As a teacher, I want to be able to assist my students with questions and make sure they are working on their assignments. However, I expect that the students will complete their classroom work during class time, and turn it in before the end of it. Otherwise, whatever the student doesn't finish will become homework which will be considered "late" and won't be eligible for full credit, to honor the students that do work and complete their assignments in class.

Use Of Technology:

The students will use their chromebooks daily in our class unless otherwise instructed. Students are expected to abide by all SLHS and YUHSD 70 digital safety rules and guidelines.

Permission to Watch Movies or Videos:

Occasionally, and as a part of our program, students will be watching some videos and movies in order to illustrate a curricular-related concept.

Lab Equipment

The lab equipment is very expensive. Treat it with care, respect and give it the proper use all the time. Please report any damage immediately.

Academic Integrity: (Cheating)

Any work submitted by a student in this course for academic credit will be the student's own work. Collaboration will be allowed for some assignments. Students are encouraged to study together and to discuss information and concepts covered in class with other students. However this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an email, an email attachment file, a flash drive or a hard copy. If copying occurs, both the student who copied work from another student and the student who gave material to be copied will automatically receive a zero for that assignment. Penalty for violation of this code of conduct can also be extended to include school disciplinary action.

Important Dates:

August 4
First day of school

August 15
Open house, 5:00 PM

September 5
Labor Day

September 9
Progress reports

October 7-10
Fall break

November 11
Veteran's day

November 23-25
Thanksgiving break

December 16
End of first semester

December 19-30
Christmas break

January 2
New Year's Day

January 3-4
Winter break

January 5
Begin second semester

January 16
Martin Luther King Day

February 20
President's day

April 3-10
Spring break

April 7
Good Friday

May 25
Last day of school

May 26
Graduation

Syllabus Acknowledgement

By signing this page, I acknowledge that I have read and understand each section of ☐
☐ Culinary Arts class syllabus, for the school year 2022-2023. I agree to follow the policies, rules and expectations stated on this document, and that if I have any questions, insights or concerns I will contact her without hesitation.

Student's Name _____ Period _____

Student's Signature _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Parent/Guardian's Email: _____

Parent/Guardian's Phone: _____

Message or Alternate phone number: _____

Indicator 1d

ECE Lesson Evaluation & Reflection: Art Activity										
Teaching Day / Date: _____		<table border="1"> <tr> <td>Unsatisfactory</td> <td>Needs to be developed</td> <td>Developing</td> <td>Meets expectation</td> <td>Exceeds Expectation</td> </tr> </table>				Unsatisfactory	Needs to be developed	Developing	Meets expectation	Exceeds Expectation
Unsatisfactory	Needs to be developed					Developing	Meets expectation	Exceeds Expectation		
Student Teacher: _____ Age Group: _____										
Title of Art Activity: _____										
<u>LESSON EVALUATION RUBRIC</u>										
Planning and preparation										
1. Selected art activity was developmentally appropriate		2	4	6	8	10				
2. Student was familiar with the art lesson and focused on the PROCESS of the experience – rather than the PRODUCT		2	4	6	8	10				
Teaching Strategies and Interaction										
3. Used open-ended questioning during the lesson to maintain children's interest and enhance their creativity		2	4	6	8	10				
4. Most of the children met the objective listed on the lesson plan		2	4	6	8	10				
Teacher Professionalism										
5. Displayed professionalism throughout the activity, genuinely showed an interest in the children learning from the lesson and cleaned-up		2	4	6	8	10				
Supervising Teacher's Comments: _____				Total Score _____ / 50						

Your Self-Reflection

1. What went well in this lesson? Did the children learn what you intended from the objective?
2. What problems did you experience or what would you do differently if you were to teach this lesson again?

Indicator 1e

(updated Sept 2020)

Curriculum Documents for CTE Courses in ~~2020-21~~

Document Type	Scope & Sequence	Standards Map	S&S w/ Standards	Industry Cert Articulation	Curriculum Guide		Arizona CTE Standards
					Year One	Year Two	
AFJROTC (2019-21 entered CTE)	7 year plan				AFJROTC	AFJROTC	
Accounting	2019	2019	2018	QuickBooks	2018	2018	2014
Animation	2019	2019	2017	Adobe An & Autodesk 3ds	*	*	2019
Architectural Drafting	2019	2019	2019	Autodesk CAD & Revit	2019	2019	2014
Bioscience (PLTW)	2019	2019	PLTW Map	OSHA10	PLTW	PLTW	2015
Business Operations	2019	2019	2018	MS Word, PPT, Excel, Access	2020	2020 draft	2017
Culinary Arts	2019	2019	*2020	Food & ServSafe	2020	2020 draft	2017
Digital Communication	2018	2018	2017	Adobe InDesign	2018 - draft	2020 - draft	2013
Early Childhood Ed	2019	2019	2020	Food, FirstAid/CPR, CDA	2016	2016	2016
Ed Professions	2019	2019	2017	Praxis Parapro	2017	2017 - draft	2016
Engineering (PLTW)	2017	2017	PLTW Map	Autodesk Inventor	PLTW	PLTW	2016
Film & TV - Media Production	2019	2019	2017	Adobe Premiere Pro	2016	2016	2019
Finance	2019	2019	2017	MS Excel	2020 draft	2020 draft	2017
Graphic Design	2019	2019	2019	Adobe Ai, Ps, InDesign	2019	2019	2019
Hospitality Management (NAF)	2019	2019	2020	NAF	NAF	NAF	2016
Interior Design	2018	2018		ChiefArchitect Home & Interior	2014	2015	2008
Law Enforcement	2019	2019	2020	Unarmed Security Guard	2019 - draft	2019 - draft	2020
Marketing	2019	2019	2017	NAF	2015	2015	2019
Nursing Services	2019	2019	2019	CNA	2019	2019	2018
Software & App Design	2019	2019	2019	MTA Software: C# & Java	Code.org Computer Science Principles	CodeHS - Computer Science A	2018
Sports Medicine	2019	2019	2019	CPR/AED & NASM/CPT/OSHA 10	2019	2019	2018
Stagecraft	2018	2018	2018	OSHA 10	2015	2020	2018

*Additional curriculum documents will be developed and noted on this list.
Curriculum work day(s) scheduled in second semester 2020-21 for Animation, Business, Culinary (Y3), Finance, Interior Design, & Marketing.

Indicator 1e

Career and Technical Education Curriculum Review Plan

Purpose

In accordance with the Arizona Department of Education Career and Technical Education compliance and quality monitoring indicators, the J.O. Combs USD will provide a plan to review curriculum based on data or changes in technical standards.

Goal

As a result of data indicators and changes in program technical skills standards, curriculum maps, scope and sequence, curriculum materials, and industry standard equipment will be updated to provide opportunities for increased student achievement.

Alignment

Curriculum materials will reflect local, state, and federal standards and requirements.

Processes

Under the direction of the district CTE Coordinator, prior to the subsequent school year, CTE teachers will be responsible for updating the program scope and sequence to identify any necessary changes to the curriculum. If changes in standards require additional materials and equipment to increase student achievement, the CTE teacher will provide an updated budget proposal to the CTE Coordinator for budget approval.

Procedure

1. Teachers will compare existing standards to the latest standards provided by the Arizona Department of education to determine consistency.
2. To identify potential changes, teaches will examine the following:
 - a. Arizona CTE program technical standards
 - b. Arizona Professional Skills standards
 - c. CTSO leadership skills
 - d. Work-based learning opportunities
 - e. Integrated ELA, math, and science standards
 - f. Hands-on, lab and field based experiences
 - g. TSA reports
 - h. Program blueprint for instruction and assessment
 - i. Instructional framework
 - j. Approved industry credentials
 - k. Recommendations made by advisory council
3. Teachers will make necessary changes to the current curriculum, to include, but not limited to, scope & sequence, assessments, and lesson plans.
4. Teachers will submit scope and sequence to the district CTE coordinator for approval.
5. If funding is required to address curriculum changes, teachers will update budget proposals and submit them to the CTE coordinator for approval.
6. If curriculum material changes require governing board approval, the CTE coordinator will coordinate the approval process.

Assumptions

1. Teachers will be compensated for curriculum work performed outside of contracted days and hours.

Indicator 2 Examples

Indicator 2b

Certification Options A, C, E

Name of Course	Date Offered	Location/Mode	Date Attended	Certificate RCV'd
Instructional Best Practices	5/28-5/29			
Classroom Management				Yes
Program Management	Fall 24			
Empowering Students through Professional Skills	Summer 25			
CTE Essentials	6/7/24			
Effective Demonstrations	6/6/24			
CTSO New Advisor Training				
Grading and Assessment	Fall 24			
Using Rubrics to Increase Student Success	Spring 25			
Advanced Methods of Teaching CTE	Summer 25			
Lesson Plan Writing				
Formative Assessment				
Serving Exceptional Students in CTE			Summer 23	HW Due
Technical Skills Assessment	Spring 25			
Work-Based Learning				
Laboratory Safety & Management				
Scope and Sequence				Yes
Professional Knowledge Exam				
Strategic Planning				
Technical Reading & Performance Literacy				
School-Based Enterprise				
Using Advisory Councils Effectively	6/14/24			
Advanced Advisor Training	Fall 24			
Literacy for CTE	3/19/24		3/19/24	HW Due

Name of Course	Date Offered	Location/Mode	Date Attended	Certificate RCV'd
AZ Constitution	July 2024			
US Constitution	July 2024			
Professional Knowledge Exam	Waived			

Indicator 2b



First Things First College Scholarship and Registry Enrollment Support Training	Professional Development [ECE]	09/08/2021	1	Clock Hours	6.8
Scholarship Application & Technical Assistance	Professional Development [ECE]	06/14/2021	2	Clock Hours	6
Scholarship Application & Technical Assistance	Professional Development [ECE]	04/19/2021	2	Clock Hours	6
Yuma County Early Childhood Education Conference	Professional Development [ECE]	04/17/2021	6	Clock Hours	3
First Things First College Scholarship and Registry Training	Professional Development [ECE]	03/25/2021	1	N/A	2.8
Yuma County Professional Development for Early Care & Education Professionals	Professional Development [ECE]	09/12/2020	4	Clock Hours	1,2,3,4,5,6,7,8
FTF Virtual Professional Development For Trainers and Facilitators	Professional Development [ECE]	08/27/2020	2	Clock Hours	6
Yuma County Early Childhood Education Conference	Professional Development [ECE]	06/27/2020	6	Clock Hours	3
Yuma County Professional Development for Early Care & Education Professionals	Professional Development [ECE]	09/10/2016	4	Clock Hours	1,2,3,4,5,6,7,8
Total Professional Development Hours:			58		
Total CEUs:			0.00		

Note: 1 Clock Hour = .1 CEUs for CEU Eligible Hours

* For degrees and college credit courses, this indicates the transcript record is unofficial

Core Knowledge Areas Key
 1 Child Development & Assessment
 2 Child Growth & Development
 3 Curriculum & Learning Environment
 4 Family & Community Partnerships
 5 Health, Safety & Nutrition
 6 Professionalism
 7 Effective Interactions
 8 Program Management

CCDBG Area Key
 1 Infectious Disease Control
 2 SIDS
 3 Building and Physical Premises Safety
 4 Shaken Baby Syndrome/Abusive Head Trauma
 5 Transportation Safety
 6 Mandatory Reporting
 7 Handling and Storage of Hazardous Materials
 8 Emergency Preparedness & Response
 9 Administration of Medication
 10 Prevention of and Response to Food and Allergic Reactions
 11 CPR
 12 First Aid

Associate General Manager - Education, Arizona PBS

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REGISTRY PROFESSIONAL DEVELOPMENT AND EDUCATION REPORT 05/31/2022

Participant Name: [REDACTED] Former Name: [REDACTED]
 Registry Participant ID: [REDACTED]
 Employer Name: [REDACTED]
 Employer Registry ID: [REDACTED]
 Participant Role: [REDACTED]
 Hire Date: [REDACTED]
 Registry Career Lattice Level: [REDACTED]
 Administrative Level: [REDACTED]

Degrees:

DEGREE TITLE	DEGREE TYPE	DATE COMPLETED	REGIONALLY ACCREDITED			
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Other Education:

COURSE TITLE	COURSE TYPE	DATE COMPLETED	EXPIRATION DATE	HOURS/ CREDITS	HOURLY TYPE	CKAS
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Professional Development:

COURSE TITLE	COURSE TYPE	DATE COMPLETED	CCDBG AREA	HOURS/ CREDITS	HOURLY TYPE	CKAS
Yuma County Professional Development for Early Care & Education Professionals	Professional Development [ECE]	05/21/2022		4	Clock Hours	1,2,3,4,5,6,7,8
Yuma County Early Childhood Education Conference	Professional Development [ECE]	04/02/2022		6	Clock Hours	3
Yuma County Professional Development for Early Care & Education Professionals	Professional Development [ECE]	02/12/2022		4	Clock Hours	1,2,3,4,5,6,7,8
Scholarship Application & Technical Assistance	Professional Development [ECE]	10/14/2021		2	Clock Hours	6
Scholarship Application & Technical Assistance	Professional Development [ECE]	10/11/2021		2	Clock Hours	6
Yuma County Professional Development for Early Care & Education Professionals	Professional Development [ECE]	10/02/2021		4	Clock Hours	1,2,3,4,5,6,7,8
Yuma Director's Institute	Professional Development [ECE]	09/16/2021		2	Clock Hours	6
First Things First College Scholarship and Registry Enrollment Support Training	Professional Development [ECE]	09/15/2021		1	Clock Hours	6.8
First Things First College Scholarship and Registry Enrollment Support Training	Professional Development [ECE]	09/13/2021		1	Clock Hours	6.8
Yuma County Professional Development for Early Care & Education Professionals	Professional Development [ECE]	09/11/2021		4	Clock Hours	1,2,3,4,5,6,7,8

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Indicator 2b

My (District) CTE Professional Development Plan/Log

Teacher Name: _____

CTE Program(s): _____

- I need _____ semester hours of professional knowledge coursework for recertification
- I only need professional development hours for recertification

I have taken the following courses or engage in the following professional development opportunities:

2023 – 2024 School Year			
Title of Course, Workshop, Training, or Event	Sponsoring Organization	Credit of Hours Earned	Date(s)
Premier Series – Instructional Best Practices	JTED	15	11/-11/9
Premier Series – Classroom Management	JTED	15	12/6-12/7

I plan to take these courses or engage in the following professional development opportunities

2024 – 2025 School Year			
Title of Course, Workshop, Training, or Event	Sponsoring Organization	Credit of Hours Earned	Date(s)
AME and ABEA Conference	AME and ABEA	15	2/6-2/7
ACTEAZ Summer Conference	ACTEAZ/ADE	22	4/12-4/15

Indicator 2c

These examples show sample degrees and transcripts. These are just two of the options for indicator 2c. Official or un-official transcripts can also be submitted for an advanced degree as long as a degree conferral date is on the transcripts. Remember that documents should be copies of the actual degrees, certificates, certifications, or licenses. Work experience or internships should be documented with name of the business, location of business, dates of internship/employment, approximate hours of internship/employment, job title (if employment), and a short description of the work performed.



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Unofficial Transcript

Name: _____
Student ID: _____

Institution Info: Northern Arizona University
Print Date: 02/26/14

Degrees Awarded

Degree: Bachelor of Science
Conferral Date: 12/18/2013
Degree Honors: Summa Cum Laude
Plan: Hotel and Restaurant Management - Major (BS)

Other Institutions Attended: Sinclair Community College
 Kettering Fairmont High School

External Degrees
 Kettering Fairmont High School
 High School Degree - 06/10/2010

Transfer Credits

Transfer Credit from Sinclair Community College
 Applied Toward IGRD Degree Seeking Program

Incoming Course	Course	Description	Grade	Units	Term
ENG 111	ENG 100 LEVEL TRANSFER	ENGLISH COMPOSITION I	3.00 B	3.00	2008 FALL QTR
Transferred to Term Fall 2010 as:	ENG 100 R	ENGLISH COMPOSITION I	2.01 T		
Incoming Course	ENG 112	ENGLISH COMPOSITION II	3.00 B	3.00	2009 WINT QTR
Transferred to Term Fall 2010 as:	ENG 100 R	ENGLISH COMPOSITION II	2.01 T		
Incoming Course	ENG 113	ENGLISH COMPOSITION III	3.00 A	3.00	2009 SPR QTR
Transferred to Term Fall 2010 as:	ENG 100 R	ENGLISH COMPOSITION III	2.01 T		

Test Credits

Test Credits Applied Toward IGRD Degree Seeking Program
 College-Level Exam Spanish Language 06/01/2010 65.00

Course	Course	Description	Grade	Units	Term
SPA 101	FIRST YEAR SPANISH		4.00	4.00	T
SPA 102	FIRST YEAR SPANISH		4.00	4.00	T

Beginning of Undergraduate Record

Fall 2010

Course	Description	Attempted	Grade	Earned	GPA	Points
CIS 120	INTRO TO COMPUTER INFO SYSTEMS	3.00	A	3.00	3.00	12.00
FS 141	SPW FIRST YEAR SEMINAR	3.00	A	3.00	3.00	12.00
Topic: RELIGIOUS/FUNDAMENTALISMS ASIA						
GLG 112	GEOLOGIC DISASTERS	3.00	A	3.00	3.00	12.00
GLG 112L	GEOLOGIC DISASTERS LAB	1.00	A	1.00	1.00	4.00
HA 100	INTRO TO HOSPITALITY INDUSTRY	1.00	A	1.00	1.00	4.00
HA 210	GUEST SERVICE MANAGEMENT	3.00	A	3.00	3.00	12.00
NAU 100	TRANSITION TO COLLEGE	1.00	A	1.00	1.00	4.00
Topic: TRANSITION TO COLLEGE						

Indicator 2d

CTE Purchasing Procedures

This document contains the required process CTE programs are to follow when requesting equipment, consumable goods, technology needs or maintenance agreements.

Buying Periods:

Fall Purchases: July 1 – August 31

- Software Renewals
- Maintenance Agreements
- Consumable Supplies

Winter Purchases: December 1 – February 29

- Capital Purchases: Perkins
- Software Renewals
- Maintenance Agreements
- Program Specific
 - CTSO
 - PD
 - Consumable
 - Technology

Spring Purchase: March 1 – April 15

- Software Renewals
- Maintenance Agreements
- Consumable Supplies: Priority
- Capital Purchase: Perkins, JTED
 - CTSO
 - PD

Purchasing Procedures:

- Identify and justify need: Instructor.
- Specify the requirement if necessary: CTE Central
- Find and choose an approved vendor: Instructors, CTE Central
- Secure Quote: CTE Central
- Create Purchase Requisition: CTE Central
- Receive approve PO and place order: CTE Central
- Receive and approve the order: CTE Central
- Receive, Inventory, Deliver: CTE Central

CTE Central Calendar 2023-2024

8/3: 1st day of School
 8/3: Curriculum Maps, Syllabus, Teacher Credentials Due
 8/23: District Prof. Learning Day (Staff)
 8/23: TSA Narrative Due
 8/29: All Auto Programs PD Q1

AUGUST 2023						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

2/6: All Culinary Programs PD Q3
 2/8: All Trades Programs PD Q3
 2/13: All Media Programs PD Q3
 2/15: All Business Programs PD Q3
 2/20: All Software Programs PD Q3
 2/22-2/23: Rodeo Break
 2/27: Health & Human Sciences PD Q3
 2/29: All Bioscience Programs PD Q3

9/4: Labor Day – No School
 9/5: All Sports Med Programs PD Q1
 9/7: All Trades Programs PD Q1
 9/12: All Culinary PD Q1
 9/19: All Media Programs PD Q1
 9/21: All Business Programs PD Q1
 9/22: PT Conferences (9-12)
 9/26: All Software Programs PD Q1
 9/28: All Bioscience Programs PD Q1

SEPTEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MARCH 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

3/8: Assessments Due
 3/8: Grading Day
 3/11-3/15 – Spring Break
 3/18-4/12: AzSci Testing Window
 3/25-5/10: PGP Review Meetings
 3/27: District Professional Learning Day
 3/29: Spring Holiday

10/3: Health & Human Sciences PD Q1
 10/6: Grading Day
 10/6: Program Inventory Form, Photos of Program, & CTSO Chapter Bylaws Due
 10/9-10/13: Fall Break
 10/16-10/27: PSAT
 10/25: District Professional Learning Day
 10/31: All Auto PD Q2

OCTOBER 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

4/1-5/10: PGP Review Meetings
 4/1-4/12: AzSci Testing Window
 4/9-4/19: ACT Testing Window
 4/15-4/26: TSA Testing Window at all schools
 4/29-4/30: TSA Make-up at all schools

11/7: All Sports Med Programs PD Q2
 11/9: All Trades Programs PD Q2
 11/10: Veterans Day
 11/14: All Culinary Programs PD Q2
 11/16: All Business Programs PD Q2
 11/21: All Media Programs PD Q2
 11/23 & 11/24: Thanksgiving
 11/28: All Software Programs PD Q2

NOVEMBER 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2024						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

5/1-5/10: PGP Review Meetings
 5/9: ParaPro Certification Testing
 5/9: Cholla Business MOS Testing
 5/10: Business & Industry Agreements, Advisory Minutes, Business Logs, Stakeholders list, Tangible Support, Program of Work, WBL Report Due
 5/23: Last Day for students
 5/24: Grading Day
 5/24: Lesson Plans & Lab Calendar S2 Due

12/5: Health & Human Sciences PD Q2
 12/7: All Bioscience Programs PD Q2
 12/22: Grading Day
 12/22: Lesson Plans & Lab Calendar S1 Due
 12/25-1/5: Winter Break

DECEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2024						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

12/25-1/5: Winter Break
 1/15: MLK Day
 1/23: All Auto Programs PD Q3
 1/24: District Professional Learning Day
 1/30: All Sports Med Programs PD Q3

JANUARY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JULY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Business Programs: Business Management, Business Operations, JROTC, Marketing
 Media Programs: Digital Communication, Digital Photography, Film & TV, Graphics, Music & Audio
 Human Health Sciences Programs: Dental, Early Childhood, Home Health, Pharmacy
 Trades Programs: Construction, Electronics, Engineering, HVAC, Precision Machining, Stagecraft, and Welding

Indicator 3 Examples

Indicator 3b

Name: _____ Date: _____ Period: _____

FOOD SAFETY UNIT TEST

1. What is the correct number of seconds one should wash hands to ensure cleanliness?
 - a. 5 seconds
 - b. 10 seconds
 - c. 15 seconds
 - d. 20 seconds
2. Which type of sink should you use to wash your hands?
 - a. mop sink
 - b. compartment sink
 - c. hand washing sink
 - d. pre-wash sink
3. Which of the following situations best illustrates a VIOLATION of the Temperature Danger Zone?
 - a. Thawing a turkey in cold running water below 70°.
 - b. Thawing a turkey in a refrigerator.
 - c. Cooking a turkey to the internal temperature of 165°.
 - d. Thawing a turkey in warm running water above 70°.
4. Hot food should be completely cooled to 41° within how many hours?
 - a. Two
 - b. Four
 - c. Six
 - d. Eight
5. Outbreaks of botulism are usually caused from what source?
 - a. Baked goods
 - b. Improperly preserved food
 - c. Fresh fruits
 - d. Deli meats
6. Which conditions will promote the most bacteria growth?
 - a. Warm, moist, protein-rich, and low acid
 - b. Cold, dry, low in protein, and high acid
 - c. Very hot, wet, calcium-rich, and neutral
 - d. Cold, dry, protein-rich, and low acid
7. What is the proper temperature range of the TDZ?
 - a. 41°-135°F
 - b. 39°-125°F
 - c. 55°-140°F
 - d. 32°-212°

Name: _____ Date: _____ Period: _____

8. Each of the letters in FAT TOM represents a condition necessary for microorganisms to grow and multiply. The letters "O" and "M" correlate to which two conditions?
 - a. Oxygen and minerals
 - b. Oxygen and moisture
 - c. Osmium and moisture
 - d. Oleic acid and microorganisms
9. What is a preventative measure that can be taken when storing ready-to-eat food?
 - a. Keep it at room temperature.
 - b. Place it in the back of the cooler.
 - c. Place it in the bottom of the cooler.
 - d. Keep it away from raw meat and seafood.
10. John observed an employee using the infrared thermometer to check if the whole Thanksgiving turkey was done. What step of HACCP needs to be implemented?
 - a. Establish limits for Critical Control Points.
 - b. Take corrective actions.
 - c. Document it in a record keeping system.
 - d. Remove turkey from the menu.

Indicator 4 Examples

Indicator 4a

These are the required inventory sections from the CTE Equipment Guidelines

<https://www.azed.gov/cte/cte-perkins-v>

- CTE Equipment Guidelines – [PDF](#)

CAREER AND TECHNICAL EDUCATION (CTE) EQUIPMENT GUIDELINES

9. Property records of CTE capital equipment shall include the following:
 - Description of the Property
 - Serial/Identification Number
 - Source of Funding for the Property
 - Title Holder (if applicable)
 - Acquisition Date
 - Purchase Document Number (purchase order, voucher etc...)
 - Cost of the Property
 - Location of the Property
 - Use and Condition of the Property
 - Percentage of federal participation in an asset's costs (for capital items with a unit cost of \$5,000 or more purchased with federal funds).
 - Ultimate Disposition Information (date of disposal, sale price etc...)
10. Equipment supplies costing less than \$5,000 shall maintain a stewardship listing which includes the following:
 - Physical Location
 - Identification Number
 - Description of the Item
 - Acquisition Date

- Sample Inventory Template - [Excel](#)

[illegible]

Indicator 4a

SY	Acquisition Date	PO #	Program	Prgm No.	Teacher	Vendor	Item	Qty	Make/Model	Unit Cost	Subtotal	Asset Tag #	Serial Number	Condition	Location of Item	Capital Item
2021-22	1/14/2022	N22188	Bus. Mgmt.	313	Teacher Name	Dell Marketing L.P.	Dell 22 Monitors	25	Dell 22" Monitor P2222H 54.6	\$ 200.63	\$ 5,015.75	No Tag	----	NEW	B24	Y
2021-22	12/17/2021	N22188	Bus. Mgmt.	313	Teacher Name	Dell Marketing L.P.	Dell Towers	1	Dell OPTIPLEX 3080 Tower	\$ 600.79	\$ 600.79	31654	9ND85K3	NEW	B24	Y
2021-22	12/17/2021	N22188	Bus. Mgmt.	313	Teacher Name	Dell Marketing L.P.	Dell Towers	1	Dell OPTIPLEX 3080 Tower	\$ 600.79	\$ 600.79	31655	5PD85K3	NEW	B24	Y
2021-22	12/17/2021	N22188	Bus. Mgmt.	313	Teacher Name	Dell Marketing L.P.	Dell Towers	1	Dell OPTIPLEX 3080 Tower	\$ 600.79	\$ 600.79	31656	FDD85K3	NEW	B24	Y
2021-22	12/17/2021	N22188	Bus. Mgmt.	313	Teacher Name	Dell Marketing L.P.	Dell Towers	1	Dell OPTIPLEX 3080 Tower	\$ 600.79	\$ 600.79	31657	GPD85K3	NEW	B24	Y
2021-22	12/17/2021	N22188	Bus. Mgmt.	313	Teacher Name	Dell Marketing L.P.	Dell Towers	1	Dell OPTIPLEX 3080 Tower	\$ 600.79	\$ 600.79	31658	CND85K3	NEW	B24	Y
2021-22	12/17/2021	N22188	Bus. Mgmt.	313	Teacher Name	Dell Marketing L.P.	Dell Towers	1	Dell OPTIPLEX 3080 Tower	\$ 600.79	\$ 600.79	31665	BOD85K3	NEW	B24	Y
2021-22	12/17/2021	N22188	Bus. Mgmt.	313	Teacher Name	Dell Marketing L.P.	Dell Towers	1	Dell OPTIPLEX 3080 Tower	\$ 600.79	\$ 600.79	31664	HPD85K3	NEW	B24	Y
2021-22	12/17/2021	N22188	Bus. Mgmt.	313	Teacher Name	Dell Marketing L.P.	Dell Towers	1	Dell OPTIPLEX 3080 Tower	\$ 600.79	\$ 600.79	31663	9PD85K3	NEW	B24	Y
2021-22	12/17/2021	N22188	Bus. Mgmt.	313	Teacher Name	Dell Marketing L.P.	Dell Towers	1	Dell OPTIPLEX 3080 Tower	\$ 600.79	\$ 600.79	31662	6PD85K3	NEW	B24	Y
2021-22	12/17/2021	N22188	Bus. Mgmt.	313	Teacher Name	Dell Marketing L.P.	Dell Towers	1	Dell OPTIPLEX 3080 Tower	\$ 600.79	\$ 600.79	31661	8PD85K3	NEW	B24	Y
2021-22	12/17/2021	N22188	Bus. Mgmt.	313	Teacher Name	Dell Marketing L.P.	Dell Towers	1	Dell OPTIPLEX 3080 Tower	\$ 600.79	\$ 600.79	31660	1PD85K3	NEW	B24	Y
2021-22	12/17/2021	N22188	Bus. Mgmt.	313	Teacher Name	Dell Marketing L.P.	Dell Towers	1	Dell OPTIPLEX 3080 Tower	\$ 600.79	\$ 600.79	31659	JPD85K3	NEW	B24	Y
2021-22	12/17/2021	N22188	Bus. Mgmt.	313	Teacher Name	Dell Marketing L.P.	Dell Towers	1	Dell OPTIPLEX 3080 Tower	\$ 600.79	\$ 600.79	31666	FND85K3	NEW	B24	Y
2021-22	12/17/2021	N22188	Bus. Mgmt.	313	Teacher Name	Dell Marketing L.P.	Dell Towers	1	Dell OPTIPLEX 3080 Tower	\$ 600.79	\$ 600.79	31667	CPD85K3	NEW	B24	Y
2021-22	12/17/2021	N22188	Bus. Mgmt.	313	Teacher Name	Dell Marketing L.P.	Dell Towers	1	Dell OPTIPLEX 3080 Tower	\$ 600.79	\$ 600.79	31668	HND85K3	NEW	B24	Y
2021-22	12/17/2021	N22188	Bus. Mgmt.	313	Teacher Name	Dell Marketing L.P.	Dell Towers	1	Dell OPTIPLEX 3080 Tower	\$ 600.79	\$ 600.79	31669	DPD85K3	NEW	B24	Y
2021-22	12/17/2021	N22188	Bus. Mgmt.	313	Teacher Name	Dell Marketing L.P.	Dell Towers	1	Dell OPTIPLEX 3080 Tower	\$ 600.79	\$ 600.79	31670	8ND85K3	NEW	B24	Y
2021-22	12/17/2021	N22188	Bus. Mgmt.	313	Teacher Name	Dell Marketing L.P.	Dell Towers	1	Dell OPTIPLEX 3080 Tower	\$ 600.79	\$ 600.79	31671	IQD85K3	NEW	B24	Y
2021-22	12/17/2021	N22188	Bus. Mgmt.	313	Teacher Name	Dell Marketing L.P.	Dell Towers	1	Dell OPTIPLEX 3080 Tower	\$ 600.79	\$ 600.79	31672	JND85K3	NEW	B24	Y
2021-22	12/17/2021	N22188	Bus. Mgmt.	313	Teacher Name	Dell Marketing L.P.	Dell Towers	1	Dell OPTIPLEX 3080 Tower	\$ 600.79	\$ 600.79	31673	DND85K3	NEW	B24	Y
2021-22	12/17/2021	N22188	Bus. Mgmt.	313	Teacher Name	Dell Marketing L.P.	Dell Towers	1	Dell OPTIPLEX 3080 Tower	\$ 600.79	\$ 600.79	31674	2PD85K3	NEW	B24	Y
2021-22	12/17/2021	N22188	Bus. Mgmt.	313	Teacher Name	Dell Marketing L.P.	Dell Towers	1	Dell OPTIPLEX 3080 Tower	\$ 600.79	\$ 600.79	31675	6ND85K3	NEW	B24	Y
2021-22	12/17/2021	N22188	Bus. Mgmt.	313	Teacher Name	Dell Marketing L.P.	Dell Towers	1	Dell OPTIPLEX 3080 Tower	\$ 600.79	\$ 600.79	No Tag	3PD85K3	NEW	B24	Y
2021-22	12/17/2021	N22188	Bus. Mgmt.	313	Teacher Name	Dell Marketing L.P.	Dell Towers	1	Dell OPTIPLEX 3080 Tower	\$ 600.79	\$ 600.79	No Tag	7PD85K3	NEW	B24	Y
2021-22	12/17/2021	N22188	Bus. Mgmt.	313	Teacher Name	Dell Marketing L.P.	Dell Towers	1	Dell OPTIPLEX 3080 Tower	\$ 600.79	\$ 600.79	No Tag	4PD85K3	NEW	B24	Y
2019-20	5/22/2020	N	Bus. Mgmt.	313	Teacher Name	Office Depot	Wireless Color Inkjet All	1	Wireless Color Inkjet All in One	\$ 814.38	\$ 814.38	0	0	0	?	Y
2019-20	3/25/2020	20362	Bus. Mgmt.	313	Teacher Name	Office Depot	HP Laserjet Pro MFP M428 FDW Wireless	1	HP Laserjet Pro MFP M428 FDW Wireless	\$ 319.99	\$ 319.99	300875	0	0	B24	Y
--	--	--	Bus. Mgmt.	313	Teacher Name	0	Dell Laptop- Teacher	1	Dell Laptop Teacher	0	0	300733	4HRGYD2	Good	B24	Y

Indicator 5 Examples

Indicator 5a

These are examples of advisory council meeting minutes and a sign-in/contact sheet

Advisory Council Meeting Minutes

Program:

Members Present: Names and Affiliation of Attendees Call to Order/Introductions:

Minutes of Previous Meeting Approved:

Discussion on Update of Tactical Plan: Our tactical plan is: 90% of all program concentrators will pass the State Technical Assessment by the end of the school year.

After discussion within the advisory council team we will stick to the original tactical plan s it challenges students to obtain mastery of Sports Medicine knowledge in order to achieve success in professional internships and post-secondary education. There will be no data to compare this semester as the State Technical Assessment was canceled for the fall semester. We will re-evaluate our goal as a team in the Spring.

Discussion of the Program Needs Assessment: Sports Medicine Program Needs Assessment was reviewed and updated. The broadness of the Sports Medicine Program was discussed and how many students use the program as a stepping stone to other medical professions that may not be specifically "Sports Medicine" but our program helps them set a foundation.

Wish list Discussion, Approvals, Modifications and Recommendations: The following wish list items were discussed and approved by the advisory Council for each program:

Discussion of Annual Program Analysis Data:

Table to spring meeting

Follow Up Action Items/Next Steps:

1. All programs will continue to prepare students for future State Technical Assessments. Teachers will Collaborate to share resources that have helped their students achieve in previous years. We will aim to meet our tactical plan in the spring.
2. Jane Doe will seek out more information on the Anatomy in clay resource to present at the next meeting to see if our programs will be interested in it.
3. John Dow will talk to other GCU professors about providing a virtual tour for students to see a functioning collegiate athletic training room.

High School
CTE Program Advisory Committee
Breakout Session Agenda
October 18, 2023

W. Cherry

AUTOS / WELDING - ROOM 308			
NAME	SCHOOL	EMAIL	PHONE
Hugh [redacted]	SHS		
Brice [redacted]	Hampton Cherry		
Reed [redacted]	SHS		
MaryAnn [redacted]	SHS		
Garnett [redacted]	Ft. Thomas		
Anthony [redacted]	Morenci		
Ed [redacted]	SHS		



Program Supporters



ECE-FCCLA-TAPP-TCLC

Contact Log 2023-2024		
Date	Contact Name	Notes
08/2023		Spoke with [redacted] about incoming TAPP students. As of now, we do not have TAPP students this year. Will reach out if we have students start.
12/2023		Updated conversation with Sandy on 12/23, still no TAPP students enrolled in the program.
4/25/2024		Spoke with [redacted] with an update on our TAPP students- none as of now. Thanked Sandy for continued support.
08/2023		[redacted] donated \$1,000 to ECE-FCCLA to pay for Advisor and Officers to attend FCCLA's Chapter Leadership Camp. Thank you letter was sent to Jessica for her support in financing our entire Chapter Leadership Camp trip.
09/27-09/29 2023		4 students and 1 advisor went to the FCCLA Chapter Leadership Camp
08/2024		[redacted] emailed asking if TCLC has any TAPP students enrolled. As of now, no enrolled TAPP members. Sentz will reach out when new members enroll for support.
11/07/2024		[redacted] reached out introducing herself as the new contact for NFP for our area and offered support if needed. No current TAPP students in program.
01/04/2024		[redacted] emailed asking if ECE would like to visit the U of A College of Education this year. Planning a visit for late February or early March.
01/24/24		[redacted] emailed [redacted] regarding a campus tour for the ASU College of Education. Plan to visit in March 2024.
03/13/2024		14 ECE Students visited the College of Education on , spoke with industry partners, and learned about scholarship and enrollment information.
01/12/24		[redacted] emailed [redacted] regarding a project collaboration with MHS ECE and RedRock K-8. Attached email strand.
		[redacted] to visit ECE on 4/29/2024. ECE to go to RedRock K-8 on 5/1/2024. 12 students participated in this industry field trip.
04/22/24		[redacted] works as a Pelvic Floor PTA and was asked to speak to MHS ECE about the medical field side of working with children and families. 4/22/2024 as a guest speaker for 100 ECE students

Indicator 5c



Early Childhood Education				
Company	Contact Name	Phone	Email	Notes
Pima JTED- Early Childhood and Education Professions				Advisory Council Lead Instructional Coach
Red Rock K-8				Director of Educational Services for Red Rock SD Collaboration Site for WBL for ECE students
University of Arizona College of Education				Collage resources and college tours for ECE students
Arizona State University College of Education				Collage resources and college tours for ECE students
Grand Canyon University College of Education				Collage resources and college tours for ECE students

FCCLA				
Company	Contact Name	Phone	Email	Notes
<div></div>				Offers monetary sponsorships for ECE and FCCLA events
Valor and Venom DJ Services				Volunteer DJ for class/chapter community events
Independant				Annual Tax Credit Donations

Teenage Parent Program				
Company	Contact Name	Phone	Email	Notes
				Support for pregnant and parenting teens
Nurse Family Partnership Casa De Los Ninos				Support for pregnant and parenting teens
WIC				Support for pregnant and parenting teens
Hands of Hope				Support for pregnant and parenting teens
Child Family Resources				Support for pregnant and parenting teens
Tucson Young Lives				Support for pregnant and parenting teens
Teen Pregnancy Prevention Program (Pima Gov) AIM 4 Teens				Support for pregnant and parenting teens

Indicator 5e

**~~XXXXXX~~ Unified School District
Career and Technical Education Department
CTE Program Analysis Plan
DUE May 15th, 2024**

Objectives:

- ☐ To provide a meaningful ~~XXXXXX~~ Unified School District Unified evaluation instrument for Career and Technical Education to meet the Arizona Department of Education program assessment criteria.
- ☐ To provide data for continual program improvement and staff development.
- ☐ To provide communication with the Advisory Commission and Councils on progress of the programs.

Directions/Checklist:

Part I: Prior to the Advisory Council Meeting:

- ☐ Make an appointment for all teachers in a program area at your school, to do the CTE Program Analysis Survey.

Part II: Facilitation of the CTE Program Analysis:

- ☐ Prepare for the Advisory Council Meeting.
- ☐ Lead discussion on review of Program Analysis survey results with Advisory Council members.

Part III: At the Advisory Council Meeting:

- ☐ At your Advisory Council Meeting, work collaboratively with your Program Advisory Council to complete the Analysis Summary Report (Pages # 6-7) to adjust your Program's Tactical Plan.
- ☐ Finally, please submit a copy of the Analysis Summary Report and your adjusted Tactical Plan (Page # 8) to the District CTE Office, Advisory Council members and teachers by May 15th, 2024. Please also continue to review and use your revised Tactical Plan at all future Program Advisory Council meetings for planning and determining your program's progress.

Unified School District
Career and Technical Education Department
CTE Program Analysis Plan
Part I: Analysis Worksheet

1 Emerging Stage (Emergent)	2 Developmental Stage (Islands)	3 Maturing Stage (Integrated)	4 Exemplary Stage (Exemplary)
<ul style="list-style-type: none"> Brainstorming New Information Conceptual Ideas Consideration Discussion has begun, all ideas not gathered Exploration 	<ul style="list-style-type: none"> Consolidation Expectations Formatting Meaningful Concepts Planning, Rough Draft Purpose, Direction 	<ul style="list-style-type: none"> Analyze, Evaluate Coming into Focus Functional Imprecise Practicing, Revising Refine, Implication Trial, Error 	<ul style="list-style-type: none"> Confident Working Tool Specific Focused Desired results/level attained Mature

I Student Achievement:				
1	2	3	4	A. Student Services:
			X	1. Program serves all student groups. (e.g. ethnicity, gender, special populations, etc.)
X				2. An operational marketing plan is being implemented: (brochures, student visits, internal/external customer awareness, industry involvement in classroom, etc).
			X	3. Guidance personnel are knowledgeable of your program.
			X	4. Guidance personnel are supportive of your program.
			X	5. School Administrators are knowledgeable of your program.
			X	6. School Administrators are supportive of your program.
X				7. Your program offers dual enrollment/dual credit with a post-secondary institution.
			X	8. Your program offers academic credit for the program.
			X	9. Students can earn industry certifications.
			X	10. Program design and delivery is based on the CTE Total Program Model.

Notes/Comments:

Yes (100%)	No (Less than 100%)
<ul style="list-style-type: none"> • Appropriate • Involved • Participating • Attending • Current 	<ul style="list-style-type: none"> • Not Appropriate • Not Involved • Not Participating • Not Attending • Not Current

II. Instructional Strategies:			
Yes	No	N/A	A. Staff:
X			o 1. Staff is appropriately certified in the program area assigned.
X			o 2. Staff is teaching a full schedule in a CTE state-approved program.
X			o 3. Staff is involved with local CTSO activities.
X			o 4. Staff is involved with district/regional CTSO activities.
X			o 5. Staff is involved with state/national CTSO activities.
Yes	No	N/A	B. Professional Development:
X			o 1. Staff is participating in continuing personal post-secondary education.
X			o 2. Staff is attending workshops (e.g., standards tracker training, instructional profile training, etc.).
X			o 3. Staff is attending in-services (e.g., CTE in-services, campus in-services, etc).
X			o 4. Staff is attending conferences (e.g., ACTEaz Summer Conference, professional organizations, etc).
X			o 5. Staff is attending related industrial trainings.
			o 6. Staff has current membership in professional organizations.
X			o 7. Staff has a valid industry license or accreditation such as ASE for automotive instructors, which has been obtained or renewed in the last five years.
X			o 8. Staff is working in a related industry for at least 40 hours within the last five years.
X			o 9. Staff is working regularly with the Instructional Specialists to improve quality of instruction.

Notes/Comments:

1 Emerging Stage (Emergent)	2 Developmental Stage (Islands)	3 Maturing Stage (Integrated)	4 Exemplary Stage (Exemplary)
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1	2	3	4	C. Instructional Program:
			X	o 1. Classroom instruction is designed for total student engagement/attainment.
			X	o 2. Laboratory instruction is designed for authentic demonstration of skills.
			X	o 3. Every program concentrator completes a work-based learning experience.
			X	o 4. Work-based learning experiences are driven by individualized training agreements (addressing multiple standards, a range of industry experiences and based on the student's career goals).
			X	o 5. Work-based learning experiences are conducted in real world, industry settings.
			X	o 6. Student personal/leadership experiences are an integral part of the total program
			X	o 7. CTSO implements a comprehensive program of activities.
			X	o 8 CTSO is co-curricular
			X	o 9. Instructional practices are improved according to the instructional profile.
			X	o 10. Community and industry volunteers are used on a regular basis in classroom instruction.
			X	o 11. Clear academic integration is in place.
			X	o 12. Program curriculum is in place with assessments aligned to state standards.
			X	o 13. Assessments are aligned to industry standards.
1	2	3	4	N/A
		X		o 15. All program concentrators have successfully passed the state Technical Assessment.

Notes/Comments:

1 Emerging Stage	2 Developmental Stage	3 Maturing Stage	4 Exemplary Stage
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(Emergent)					(Islands)	(Integrated)	(Exemplary)
<ul style="list-style-type: none"> Brainstorming New Information Conceptual Ideas Consideration Discussion has begun, all ideas not gathered Exploration 					<ul style="list-style-type: none"> Consolidation Expectations Formatting Meaningful Concepts Planning, Rough Draft Purpose, Direction 	<ul style="list-style-type: none"> Analyze, Evaluate Coming into Focus Functional Imprecise Practicing, Revising Refine, Implication Trial, Error 	<ul style="list-style-type: none"> Confident Working Tool Specific Focused Desired results/level attained Mature
III. Continuous Program Improvement:							
1	2	3	4	N/A	A. Facilities:		
			X		o 1. Classroom is adequate for effective instruction.		
		X			o 2. Checklist for determining classroom safety completed on an annual basis by the Advisory Council.		
			X		o 3. Laboratory is adequate for effective instruction.		
		X			o 4. Checklist for determining appropriate laboratory equipment is completed on an annual basis by the Advisory Council.		
		X			o 5. Checklist for determining laboratory safety completed on an annual basis by the Advisory Council.		
			X		o 6. The laboratory physical features enhance the application phase of the instructional program.		
1	2	3	4		B. Finance:		
			X		o 1. Adequate funds are provided for resources which contribute to instruction. (e.g., supplemental materials, etc.)		
			X		o 2. Adequate funds provided for classrooms operation. (e.g., for supplies, etc.)		
			X		o 3. Adequate funds provided for laboratory operation.		
			X		o 4. Adequate funds provided for CTSO activities.		
			X		o 5. Adequate funds provided for capital improvements. (e.g., equipment, facilities, etc.)		
		X			o 6. Adequate funds provided to support business/industry partnerships.		
		X			o 7. Program Advisory Council is consulted to determine adequate classroom funds.		
1	2	3	4		C. Accountability:		
			X		o 1. Staff submits appropriate reports accurately.		
			X		o 2. Staff submits appropriate reports on a timely basis.		
			X		o 3. Staff completes other reporting requirements (e.g., ICTEP's, requisitions, budgets, surveys, etc.).		
			X		o 4. Staff works to follow state assessment guidelines.		
			X		o 5. Staff assists in the development of curriculum (including end of course assessments, unit benchmarks, etc.).		
			X		o 7. Staff works collaboratively with an active Advisory Council.		
		X			o 8. Tactical Plan functions as a program change agent.		
		X			o 9. Progress/Completion of Tactical Plan from last year.		

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Unified School District Career and Technical Education Department
Part III: CTE Program Analysis Summary Report

CTE Program Analysis

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Program: Culinary Arts

Participants:

Please use this space to explain the outstanding strengths of the program.
Certifications such as: Food Handlers, OSHA and ServSafe Managers
Catering / Cafe
Large classes sizes
Weekly Labs
New Commercial Convection Oven
Up to date equipment maintenance
Amazing funding

Goal Setting Directions:

Please identify up to three areas of improvement for each goal area. Through consensus, select the top three overall goals and prioritize these goals on the far right to address in your Tactical Plan (page # 8). Note: Your group may identify more than one improvement area per goal if you agree that they are a higher priority than the one(s) from another goal area.

Please use the tables below to identify target area(s) for program improvement:

Goal # 1: To Increase student participation and achievement.

<p>1. Promote Awareness and Interest:</p> <ul style="list-style-type: none"> a. Organize culinary arts fairs, workshops, and open houses to showcase the program and attract students. b. Collaborate with guidance counselors to promote culinary arts as a viable career pathway. c. Highlight success stories of former students who have pursued careers in the culinary industry.
<p>2. Set Clear Goals and Expectations:</p> <ul style="list-style-type: none"> • Clearly communicate learning objectives, expectations, and assessment criteria to students at the beginning of each course or unit. • Break down long-term goals, such as completing industry certifications or participating in culinary competitions, into manageable steps.

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<p>3. Connect Learning to Career Pathways:</p> <ul style="list-style-type: none"> • Invite guest speakers from the culinary industry to share their career journeys and insights with students. • Facilitate job shadowing opportunities, internships, and mentorship programs with local restaurants, catering companies, and food service establishments.

Goal # 2: To implement the highest quality of instructional strategies.

Goal Prioritization

by Number

<p>4.</p> <p>1. Curriculum Design:</p> <ul style="list-style-type: none"> • Improve curriculum that covers essential culinary skills, nutrition, food safety, menu planning, and kitchen management. • Continue to align curriculum with industry standards and certifications such as ServSafe. • Incorporate diverse cuisines to expose students to global culinary traditions.
<p>5.</p> <p>1. Guest Chefs and Industry Experts:</p> <ul style="list-style-type: none"> • Invite guest chefs and industry professionals for demonstrations, workshops, and Q&A sessions.

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- Organize field trips to restaurants, food factories, and culinary events for real-world exposure.

6. Continuous Professional Development:

- Encourage teachers to participate in professional development workshops, culinary competitions, and industry conferences to stay updated on the latest trends and best practices.

Goal # 3: To plan for continuous program improvement.

7. Stakeholder Engagement:

- Regularly seek input from students, teachers, parents, alumni, and industry professionals through surveys, focus groups, and advisory committees.
- Collaborate with local businesses and culinary institutions to identify emerging trends and industry needs.

8.

1. Community Engagement and Outreach:

- Showcase student achievements and program highlights through community events, culinary

showcases, and social media platforms.

- Engage with local media outlets to raise awareness of the program and attract prospective students.

9. Curriculum Review and Revision:

- Conduct regular reviews of the curriculum to ensure alignment with industry standards, educational trends, and student interests.
- Update course offerings to incorporate new culinary techniques, technologies, and cuisines.
- Integrate interdisciplinary connections with subjects like science, math, and cultural studies.

~~XXXXXX~~ Unified School District Career and Technical Education Tactical Plan

Program: Culinary Arts

Date: 5/3/2024

Participants:

Please use the table below to outline your Program Tactical Plan:			
Goal	Specific Recommendations: [Tasks, objective, action steps, etc.]	Individual(s) Responsible	Implementation and Targeted End Date
Stakeholder Engagement: <ul style="list-style-type: none"> Regularly seek input from students, teachers, parents, alumni, and industry professionals through surveys, focus groups, and advisory committees. Collaborate with local businesses and culinary institutions to identify emerging 		<i>Culinary Program</i>	Winter Break 2024

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trends and industry needs.			
. Curriculum Review and Revision: <ul style="list-style-type: none"> • Conduct regular reviews of the curriculum to ensure alignment with industry standards, educational trends, and student interests. • Update course offerings to incorporate new culinary techniques, technologies, and cuisines. • Integrate interdisciplinary connections with subjects like science, math, and cultural studies. 			Continuous 2024/25 School Year

<p>2. Guest Chefs and Industry Experts:</p> <ul style="list-style-type: none"> ● Invite guest chefs and industry professionals for demonstrations, workshops, and Q&A sessions. ● Organize field trips to restaurants, food factories, and culinary events for real-world exposure. 			May 2025

Annual CTE Program Evaluation**Program Name:** _____ **School:** _____ **Year:** _____

Please evaluate the program based on the questions below. If goals were met mark Yes, if partially met mark Partial, if No then mark no.

	YES	NO	PARTIAL
Were annual priorities established at the beginning of the year?			
Comments:			
Did the activities or projects help to carry out the established priorities?			
Comments:			
Was the program of work realistic in scope?			
Comments:			
Were specific timelines established for each planning task?			
Comments:			
Were the action plans of the program of work accomplished during the year?			
Comments:			

What impacts has the committee seen because of the program at work?			
Comments:			
Were efforts made to expand the membership of the committee during the year?			
Comments:			

What were some of the highlights of the program this year?
What could the committee do better in the future to ensure that students are prepared for employment in your industry?
What is one recommendation that you would like to make to the instructor to improve the program?

Indicator 6 Examples



Career Planning

Lesson Title: Decisions, Decisions: Exploring Careers

Lesson Duration: 55 minutes

Lesson 1 of 1; Unit # 1

Lesson file name: Career Planning Exploring Careers

Objectives

Student will:

1. Define career exploration terminology.
2. Use suggested internet resources to locate career information.
3. Record all required information for two career choices.
4. Compare and contrast the career choices and decide which one would better fit based on their self-assessment.

Terminology

Occupation-the job by which somebody earns a living

Industry-organized economic activity connected with the production, manufacture, or construction of a particular product or range of products

Salary-a fixed annual sum, paid at regular intervals, usually monthly, to an employee, especially for professional or clerical work

Requirement-to have something as a necessary precondition

Outlook-expectations for the future, especially with respect to a particular situation

Materials

One for each student:

- Vocabulary Cognitive Dictionary Handout
- Career Exploration Handout

Equipment

- Computer
- Digital projector
- White board or projection screen

Notes to teacher:

-

INTRODUCTION

Bellwork

Teacher:

- Presents *Bellwork* slide and reads content aloud.
- Distributes small sticky notes or small pieces of paper to each student as they enter.
- Instructs students to write down on a separate piece of paper or sticky note all of the careers that they can think of.
- Instructs the students to place the sticky notes or pieces of paper with tape on a designated classroom wall. If time or space does not permit the posting on a wall, instructs students to combine into groups of four to see how many different careers they came up with.
- Explains to the class that there are thousands of career choices. Each of these careers has characteristics that make them unique. Over the next few years, if they haven't already, they will be deciding what they want to do for a career.
- Asks the students how they can learn about careers they are interested in.
- Records their answers on the board. Hopefully one answer will be "internet research." If not, add it to the list and circle it.

Objectives

Teacher: <ul style="list-style-type: none"> Presents <i>Objectives</i> slide and calls on non-volunteer to read aloud. 	
Purpose Teacher: <ul style="list-style-type: none"> States that the purpose of today's lesson is to research career choices online. Informs students that they should research at least two of the career choices that were a match for their self-assessment results. 	
CONTENT	
Teacher Actions	Student Actions
Define career exploration terminology.	
1. Teacher: <ul style="list-style-type: none"> Instructs students to complete the Vocabulary Cognitive Dictionary for each of the vocabulary words. Discusses the meaning of the words and how they apply to today's activities. 	Students: <ul style="list-style-type: none"> Complete Vocabulary Cognitive Dictionary for each of the terms.
Use suggested internet resources to locate career information.	
2. Teacher: <ul style="list-style-type: none"> Distributes Career Exploration Worksheet. Instructs students log in to computers and navigate to www.azcis.intocareers.org (this site requires a username and password you can get for your school or career counselor) or www.bls.gov/OCO or another career exploration website your school uses. 	Students: <ul style="list-style-type: none"> Log in to computer and navigate to website.
3. Teacher: <ul style="list-style-type: none"> Presents where they will find the information needed to complete the assignment. Instructs students to complete the Sample Career part of the worksheet. Instructs students to only write down a few key ideas for each item in the chart. If using an interactive whiteboard, pick up a pen and circle the required information on the website. 	Students: <ul style="list-style-type: none"> Complete the sample part of the Career Exploration Worksheet.
Record all required information for two career choices.	
4. Teacher: <ul style="list-style-type: none"> Provides time for students to explore the websites to research and record the required information for two career choices. Reminds students that the career choices should be based on their self- 	Students: <ul style="list-style-type: none"> Explore the websites and record the required information for two careers based on their self-assessment.

assessment results from the previous lesson.	
Compare and contrast the career choices and decide which one would better fit based on their self-assessment.	
5. Teacher: <ul style="list-style-type: none"> Instructs students to complete a Venn diagram for their career choices. Instructs students to put a star next to the career that seems to be a better match according to their self-assessment. Instructs students to create a pros and cons list for the career that they selected on their Venn Diagram using the information that they collected during the lesson. 	Students: <ul style="list-style-type: none"> Complete the Venn Diagram and select a career choice that is the best match based on their self-assessment. On the back of the Venn Diagram, create a pros and cons list for the career chosen on Venn Diagram.
CLOSURE	
Teacher: <ul style="list-style-type: none"> Instructs students to write a paragraph explaining why career exploration is important and how it can help you in the future. Instructs students to share their paragraph with a neighbor. Provides feedback. Instructs students to save their Career Exploration Handout. Informs students that they will need it to write a career plan. 	
Skill Assessment	
Use the Explore Occupational Choices Rubric to assess students' success. Students can use the Explore Occupational Choices Checklist for a self-assessment. Evidence for the rubric or checklist can be found on the worksheets and closure activities for the unit. It may be helpful to have the students staple the evidence documents to the rubric or checklist.	
Connections	
Students will use technology resources for research. Have the students save the Career Exploration Worksheet to use in career planning activities. The teacher may want to collect them to save for the career planning unit or portfolio.	
Sample Assessment Questions	
Michael is interested in a career in the automotive industry. What information might be helpful as he decides on a career? A. The projections or outlook of the industry B. Where the mall is in relation to all of the auto shops C. Where his brother would like him to get a job D. The type of car his father drives What would be the least helpful way to research a career? A. Shadow someone for a day on the job B. Research the career on career exploration websites C. Interview someone in the career D. Ask your friends or family about the career	

Accommodations
<p>Teachers:</p> <ol style="list-style-type: none"> 1. Make appropriate accommodations based on review of each student's IEP or 504 plan. 2. Encourage participation from all students to the best of their ability. 3. Calling on "non-volunteers" may not be appropriate for all students.
Resources
<p>University of Oregon. (2009). <i>Arizona Career Information System</i>. Retrieved June 8, 2010, from AzCIS Portal: http://www.azcis.intocareers.org/</p> <p>(If using AZCIS, ask your school or career counselor for account information.)</p> <p>Vocabulary Graphic Organizer <i>Cognitive dictionary</i> (n.d.). Retrieved June 8, 2010, from http://freeology.com/graphicorgs/pdf/cognitivedictionary.</p>
Attached Files
<p>Career Planning Exploring Careers Checklist Career Planning Exploring Careers Cognitive Dictionary Career Planning Exploring Careers Handout Career Planning Exploring Careers PowerPoint Career Planning Exploring Careers Rubric Career Planning Exploring Careers Self-Assessment</p>
STANDARDS
<p>CREATE AN EDUCATION AND CAREER ACTION PLAN</p> <p>Examine occupational trends in an industry or career based on self-assessment results (including nature of work, projections, educational requirements, wages, related occupations, etc.)</p>
5-8 CAREER LITERACY STANDARDS
<p>1.0 CAREER RESEARCH The opportunity to explore career pathways through self-assessment and identification of interests and values of unique career preferences.</p> <p>1.4 Compare and contrast how traditional and nontraditional occupational roles have changed or remained the same regionally, nationally, and globally.</p> <p>1.5 Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.</p> <p>1.6 Identify common knowledge, skills, and abilities needed within career clusters.</p>
PROFESSIONAL SKILL:
ACADEMIC STANDARD:

EARLY CHILDHOOD PROGRAM (I)

Course Syllabus

TEACHER: _____
ROOM: _____



CLASS EXPECTATIONS

Our classroom environment is one that is built around positivity and mutual respect.

- Stay Positive
- Actively Participate
- Be a Team Player
- Stay on Task
- Do Your Best Work

We STICK to doing what is best for our Tiny T-Birds!

TINY T-BIRDS

WORK BASED LEARNING LAB

At least 75% of students' time will be spent observing and working with children ages birth to 5 in our licensed child care center under the direct supervision of professional staff.



PROGRAM DESCRIPTION

The ECE program is designed to prepare students for a variety of careers working with young children.

This course prepares students to understand child growth and development, child health, nutrition, and safety.

Class Fee

\$25.00

OUR PROGRAM CURRICULUM

is designed around the following 4 integral components:

FORMAL & TECHNICAL INSTRUCTION

PROJECT BASED LEARNING

TTB LAB SUPERVISED OCCUPATIONAL EXPERIENCE

PARTICIPATION IN


REQUIRED SUPPLIES

- 1 ½ binder
- loose-leaf paper
- writing utensil
- highlighter



WHAT WILL WE LEARN THIS YEAR?

We will study the following **Units** based on the Arizona CTE Career Preparation Technical Standards:

1. Introduction to the Development of Children
2. Prenatal Development
3. Infant Development
4. Toddler Development
5. Preschool Development
6. Early Elementary Development
7. Health and Safety in Early Childhood Environments
8. Health and Nutrition in Young Children Child Safety
9. Developmentally Appropriate Learning Environments



TEXTBOOK & SUPPLEMENTAL RESOURCE MATERIALS

- > Arizona Department of Education, Career & Technical Education Standards
<https://www.azed.gov/cte/cte/>
- > Essentials for Working with Young Children
- > CDA Competency Standards Books
- > AZ Early Learning Standards - accessible at
<https://cms.azed.gov/home/GetDocument/File?id=5ba5462a1dcb2507f8788ea1>
- > AZ Infant & Toddler Developmental Guidelines accessible at
http://www.azdhr.gov/WhoWeAre/Board/Documents/az_infant_toddler_guidelines.pdf

CELL PHONE POLICY

In our Classroom:

Please put your phones in "courtesy mode" (courtesy mode = cell phones facedown or in your backpack, earbuds out) unless you're using it for something directly related to our lesson.

- 1st Offense: Private Warning
- 2nd Offense: Cell Phone in Caddy & Phone Call Home
- 3rd Offense: Office Referral

In our Tiny T-Birds Lab:

Cell phones must be turned OFF at all times! No exceptions!

ASSIGNMENTS & GRADING POLICY

Class Meetings Every Tuesday

- Bell Work (5 points)
- Note Taker (25 pts)
- Assignment (40 pts)

70%

Work Based Learning At Tiny T-Birds

- Mon / Wed / Thurs
- Monday
- Wednesday
- Thursday

30%

= 100%
OF YOUR
WEEKLY POINTS

Grading Scale:

A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	0 - 59%

- ★ Mid-Term Exams (100 points)
- ★ Final Exam Projects (200 points)



LAB GUIDELINES

- Be sure to wash your hands in warm, running water with soap upon arrival at the center, as well as, at appropriate times.
- Keep all personal belongings in the classroom.
- Come dressed in washable and comfortable clothes that are suitable for sitting on the floor and being around a creative, but sometimes messy environment. **Remember to also follow the school dress code!**
- Keep your conversations appropriate.
- Be productive during indoor and outdoor activities. Interact w/the children, not each other.
- Refrain from rough housing and horseplay.
- Remain positive when redirecting children's inappropriate behavior by reminding them of the appropriate behavior (what they should be doing).
- Students are NEVER permitted to take pictures of the children at any time.
- You will learn a great deal about the children and their families. This information is confidential and should not be shared outside the center.

STUDENT-AIDE EXPECTATIONS

As a Student-Aide, your role in your assigned age group is to:

- 1) Assist the Lead Teacher with the planning and implementation of activities to promote the social, emotional, cognitive and physical development of children
- 2) Support the Lead Teacher in guiding, directing, and overseeing children

PROGRAM REQUIREMENTS

Since young children are particularly susceptible to Tuberculosis (TB), licensing regulations mandate that each student obtain a Tuberculosis (TB) Skin Test within 15 days of enrollment in the program.

TB Skin Tests can be obtained from the following locations:

- Your Pediatrician or Family Physician
- Mohave Walk-In Clinic (\$24.00) located at 3735 Hwy 95 - (walk in basis Mon - Sat 8am - 5pm)
- Colorado River Pediatrics (\$25.00) located at 1611 Joy Lane (walk in basis Mon - Thurs 9am - 5pm)
- Mohave County Health Department (\$27.00)- call (928) 758-0703 to schedule an appointment for a Monday

SY 2022- 23 ECE 1 Program Syllabus Acknowledgment

I have read, understand, and agree to follow the course syllabus and student-aide guidelines. I also acknowledge this is primarily a performance based course and my attendance and willingness to participate is critical to my success. In addition, I agree to obtain a TB skin test within 15 days of my enrollment (valid for 3 years) or I will be transferred out of the program due to Child Care Licensing Regulations. We understand this is an unusual request for a high school classroom and thank you in advance for your cooperation!

Student Name _____

Student Signature _____ Date: _____

Parent Signature _____ Date: _____



PKU STUDENT GUIDE

WHO WE ARE

IS THE LARGEST PUBLIC HIGH SCHOOL DISTRICT IN ARIZONA. WE HAVE 23 HIGH SCHOOLS AND PARTNER WITH 13 ELEMENTARY SCHOOL DISTRICTS IN THE METRO PHOENIX AREA.

OUR CAMPUSES INCLUDE:

- **LARGE HIGH SCHOOLS** offer a broad range of courses, clubs and sports on a large campus environment.
 - 1 Alhambra High School 602.764.6000 PKU.org/Alhambra
 - 2 Trevor G. Browne High School 602.764.4500 PKU.org/Browne
 - 3 Camelback High School 602.764.7000 PKU.org/Camelback
 - 4 Central High School 602.764.7500 PKU.org/Central
 - 5 Cesar Chavez High School 602.764.4000 PKU.org/Chavez
 - 6 Betty R. Fairfax High School 602.764.9000 PKU.org/Fairfax
 - 7 Carl Hayden Community High School 602.764.3500 PKU.org/Hayden
 - 8 Maryvale High School 602.764.2000 PKU.org/Maryvale
 - 9 Metro Tech High School 602.764.8000 PKU.org/MetroTech
 - 10 North High School 602.764.6500 PKU.org/North
 - 11 The Academies at South Mountain 602.764.5500 PKU.org/TheAcademies
- **MICRO SCHOOLS** are smaller schools located within larger campuses and offer specialized instruction.
 - 12 Advanced Readiness at Chavez High (ARCH) 602.764.4000 PKU.org/ARCH
 - 13 Camelback Montessori College Preparatory 602.764.7000 PKU.org/CBMSMontessori
 - 14 Maryvale Gifted & Talented Academy 602.764.2000 PKU.org/GandT
- **SPECIALTY SCHOOLS** prepare students for specific college and career pathways.
 - 15 Franklin Police & Fire High School 602.764.6200 PKU.org/Franklin
 - 16 Phoenix Coding Academy 602.764.5700 PKU.org/Coding
 - 17 PKU Bioscience High School 602.764.5600 PKU.org/Bioscience
 - 18 PKU Wilson College Prep 602.764.9504 PKU.org/Wilson
 - 19 PKU Digital Academy 602.764.0850 PKU.org/PKUDigitalAcademy
 - 20 PKU City 602.764.1004 PKU.org/PKUCity
- **SUPPORT SCHOOLS** help students get back on track with credit recovery, shorter class terms, and small class sizes.
 - 21 Linda Abril Educational Academy 602.764.0550 PKU.org/Abri
 - 22 Bosstrom High School 602.764.1700 PKU.org/Bosstrom
 - 23 Desiderata 602.764.0800 PKU.org/Desiderata

SUPPORT FACILITIES

- Center for Educational Excellence 602.764.1900
- District Support Facility 602.764.1500
- Food Service / Student Center at High 602.764.7901

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PKU STUDENT GUIDE

WHAT WE OFFER

Our Career & Technical Education Department offers 34 career-focused programs that provide students with the opportunity to explore different careers while earning industry certifications and college credit during high school.

Career & Technical Education (CTE) is a sequence of courses that integrate core academics with technical and occupational knowledge to better prepare students for college, career, and life.

CTE PROGRAMS DELIVER:

- ACADEMIC RELEVANCE
- CAREER DIRECTION & FOCUS
- HANDS-ON TRAINING
- REAL WORLD APPLICATION
- STUDENT INTEREST & ACADEMIC SUCCESS
- TECHNICAL & EMPLOYABILITY SKILLS
- WORK EXPERIENCE & NETWORK
- INDUSTRY CERTIFICATIONS
- COLLEGE CREDIT FOR CTE COURSES

As a result, CTE graduates are better prepared for high-wage, high-skill and high-demand careers.

96% CTE graduation rate

84% Placement rate in CTE related college/military/career

81% CTE passing rate on state technical skills assessments

OUR VISION: Develop Arizona's future workforce

OUR MISSION: Engage students in relevant learning that leads to future careers

HOW CTE WORKS



CTE applies a unique combination of learning platforms that provide students:

CLASSROOM INSTRUCTION:

Application of core standards

HANDS-ON LEARNING:

Hands-on application using industry technology, equipment, procedures and safety protocols

CAREER-BASED EXPERIENCE:

Job shadowing, Internships, school-based stores, clinicals, apprenticeships and cooperative education

LEADERSHIP DEVELOPMENT:

Student organization experience at local, state and national levels

COMMUNITY INVOLVEMENT:

Partnering with Business and Industry, Colleges, Universities and Tech schools to provide students current technology, work-place standards and skills

OUR 6 STUDENT ORGANIZATIONS PROVIDE:

- COMMUNITY SERVICE PROJECTS & HOURS
- LEADERSHIP EXPERIENCE & DEVELOPMENT
- LOCAL, STATE & NATIONAL COMPETITIONS
- NETWORKING
- PUBLIC SPEAKING
- RESUME BUILDING
- SCHOLARSHIPS
- TRAVEL



Entrepreneurship
Hospitality Management
Marketing
Sports & Entertainment



Biotechnology
Nursing Assistant
Pharmacy Support Services
Sports Medicine



Accounting
Business Management
Business Operations
Floral Design
Financial Services



Culinary Arts
Fashion Design



Early Childhood Education



Automotive Collision Repair
Automotive Technologies
Computer Maintenance
Construction Technologies
Cosmetology
Digital Filmmaking
Digital Journalism
Electrical Wiring
Engineering Sciences
Firefighting & EMS
Graphic Design
Law & Public Safety
Music & Audio Production
Network Security
Software App & Design
Technical Theatre
Video Broadcast Journalism
Welding Technologies

CTE STUDENT ORGANIZATIONS

CREATE A STATEMENT
Write dialogue & scripts, produce video for school, provide reporting for Jig News, create vlogs and more!

VIDEO BROADCAST JOURNALISM
Video Broadcast Journalism 1-2
Video Broadcast Journalism 3-4
CTE Internship

POSSIBLE COLLEGE CREDIT:
Up to 6 credit hours

COLLEGE FIELD OF INTEREST:
Visual and Performing Arts

CAMPUS LOCATIONS:
Academies at South Mountain

CERTIFICATION:
Apple Certified Pro (ACP)
- Final Cut Pro
Apple Certified Pro (ACP)
- Logic Pro X

STUDENT ORGANIZATION

SkillsUSA

AUDIO & VIDEO SERVICES

SCRIPT YOUR STORY
Create short films, write scripts, film in a professional studio, showcase your work in film festivals and more!

DIGITAL FILMMAKING
Digital Filmmaking 1-2
Digital Filmmaking 3-4
CTE Internship

POSSIBLE COLLEGE CREDIT:
Up to 6 credit hours

COLLEGE FIELD OF INTEREST:
Visual and Performing Arts

CAMPUS LOCATIONS:
Metro Tech

CERTIFICATION:
Apple Certified Pro (ACP)
- Final Cut Pro
Apple Certified Pro (ACP)
- Logic Pro X

REPORT THE NEWS
Create longformcasts, produce video for schools, learn post-production, report live and more!

DIGITAL JOURNALISM
Digital Journalism 1-2
Digital Journalism 3-4
CTE Internship

POSSIBLE COLLEGE CREDIT:
Up to 6 credit hours

COLLEGE FIELD OF INTEREST:
Visual and Performing Arts

CAMPUS LOCATIONS:
Maryvale
Trevor Browne

CERTIFICATION:
Apple Certified Pro (ACP)
- Final Cut Pro
Apple Certified Pro (ACP)
- Logic Pro X

ILLUSTRATE & BRAND COMPANIES
Develop brand identities, learn photoshop, create logos and more!

GRAPHIC DESIGN
Graphic Design 1-2
Graphic Design 3-4
CTE Internship

POSSIBLE COLLEGE CREDIT:
Up to 9 credit hours

COLLEGE FIELD OF INTEREST:
Visual and Performing Arts

CAMPUS LOCATIONS:
Central
Maryvale

CERTIFICATION:
Adobe Certified Associate (ACA)
Creative Cloud
Visual Design Specialist

MAKE THE MUSIC & BE HEARD
Compose & edit soundtracks, work with state of the art tech, and more!

MUSIC & AUDIO PRODUCTION
Music & Audio Production 1-2
Music & Audio Production 3-4
CTE Internship

POSSIBLE COLLEGE CREDIT:
Up to 9 credit hours

COLLEGE FIELD OF INTEREST:
Visual and Performing Arts

CAMPUS LOCATIONS:
Academies at South Mountain

CERTIFICATION:
Certified Radio Operator

MAKE YOUR MONEY COUNT
Use Excel & Money, process payroll and more!

ACCOUNTING
Accounting 1-2
Accounting 3-4
CTE Internship

POSSIBLE COLLEGE CREDIT:
Up to 3 credit hours

COLLEGE FIELD OF INTEREST:
Business, Entrepreneurship, and Management

CAMPUS LOCATIONS:
Betty Fairfax
Camelback
North
Trevor Browne

CERTIFICATION:
MOS - Microsoft Office Specialist

LEARN TODAY TO LEAD TOMORROW
Use MS Office, learn manufacturing skills and more!

BUSINESS MANAGEMENT
Business Management 1-2
Business Management 3-4
CTE Internship

POSSIBLE COLLEGE CREDIT:
Up to 16 credit hours

COLLEGE FIELD OF INTEREST:
Business, Entrepreneurship, and Management

CAMPUS LOCATIONS:
Academies at South Mountain
Ahwatine
Betty Fairfax
Central
Cesar Chavez
Maryvale
Metro Tech
Trevor Browne

CERTIFICATION:
RSE LP - The Business of Retail

TAKE CARE OF BUSINESS
Participate in student-run business and more!

BUSINESS OPERATIONS
Business Operations 1-2
Business Operations 3-4
CTE Internship

POSSIBLE COLLEGE CREDIT:
Up to 12 credit hours

COLLEGE FIELD OF INTEREST:
Business, Entrepreneurship, and Management

CAMPUS LOCATIONS:
Linda Abert
Camelback
North
Trevor Browne

CERTIFICATION:
MOS - Microsoft Office Specialist

CREATE A BUSINESS
Study Problem Solving, Innovation & Design Thinking and more!

ENTREPRENEURSHIP
Entrepreneurship 1-2
Entrepreneurship 3-4
CTE Internship

POSSIBLE COLLEGE CREDIT:
Up to 6 credit hours

COLLEGE FIELD OF INTEREST:
Business, Entrepreneurship, and Management

CAMPUS LOCATIONS:
Camelback

CERTIFICATION:
RSE LP - Customer Service & Sales

PLAN YOUR FINANCIAL FUTURE
Learn banking & cash handling skills and more!

FINANCIAL SERVICES
Financial Service 1-2
Financial Service 3-4
CTE Internship

POSSIBLE COLLEGE CREDIT:
Up to 9 credit hours

COLLEGE FIELD OF INTEREST:
Business, Entrepreneurship, and Management

CAMPUS LOCATIONS:
Trevor Browne

CERTIFICATION:
MOS - Microsoft Office Specialist
NAFTrack Certification
Academy of Finance

MAKE YOUR FUTURE BLOOM
Learn management training, floral design and more!

FLORAL DESIGN
Floral Design 1-2
Floral Design 3-4
CTE Internship

POSSIBLE COLLEGE CREDIT:
Up to 12 credit hours

COLLEGE FIELD OF INTEREST:
Business, Entrepreneurship, and Management

CAMPUS LOCATIONS:
Metro Tech

CERTIFICATION:
ICTV Online: Principles of Floral Design (Beta School of Floral Design)

HOST YOUR COMMUNITY
Study the lodging & food services industries, learn hotel management and more!

HOSPITALITY MANAGEMENT
Hospitality Management 1-2
Hospitality Management 3-4
CTE Internship

POSSIBLE COLLEGE CREDIT:
Up to 3 credit hours

COLLEGE FIELD OF INTEREST:
Business, Entrepreneurship, and Management

CAMPUS LOCATIONS:
Camelback

CERTIFICATION:
COSP - Certified Guest Hospitality Services Professional
CFDR - Certified Front Desk Representative
CRS - Certified Restaurant Server

GET AN EDGE ON THE MARKET
Learn selling techniques, develop PR skills and more!

MARKETING
Marketing 1-2
Marketing 3-4
CTE Internship

POSSIBLE COLLEGE CREDIT:
Up to 6 credit hours

COLLEGE FIELD OF INTEREST:
Business, Entrepreneurship, and Management

CAMPUS LOCATIONS:
Academies at South Mountain
Betty Fairfax
Bottom
Central
Maryvale
North
Trevor Browne

CERTIFICATION:
RSE LP - Customer Service & Sales

KNOCK OUT THE COMPETITION
Study Sports, Entertainment & Tourism and more!

SPORTS & ENTERTAINMENT MARKETING
Sports & Entertainment Marketing 1-2
Sports & Entertainment Marketing 3-4
CTE Internship

POSSIBLE COLLEGE CREDIT:
Up to 6 credit hours

COLLEGE FIELD OF INTEREST:
Business, Entrepreneurship, and Management

CAMPUS LOCATIONS:
Ahwatine
Metro Tech

CERTIFICATION:
RSE LP - Customer Service & Sales

BUSINESS SERVICES

PSU | STUDENT GUIDE

CONTRIBUTE TO A CURE
Explore the immune system & how the body fights disease, response & modify DNA and more!

MAKE A DIFFERENCE EVERY DAY
Learn personal care skills, measure vital signs, administer CPR and more!

PRESCRIBE YOUR FUTURE
Learn pharmaceutical compounding techniques, prepare to take the national Pharmacy exam and more!

HELP ATHLETES HEAL & STAY FIT
Learn fitness principles for prevention & rehab of athletic injuries and more!



BIOTECHNOLOGY	NURSING ASSISTANT	PHARMACY SUPPORT SERVICES	SPORTS MEDICINE
Biotechnology 1-2 Biotechnology 3-4 CTE Internship	Nursing Assistant 1-2 Nursing Assistant 3-4 CTE Internship	Pharmacy Support Services 1-2 Pharmacy Support Services 3-4 CTE Internship	Sports Medicine & Rehabilitation 1-2 Sports Medicine & Rehabilitation 3-4 CTE Internship
POSSIBLE COLLEGE CREDIT: In progress	POSSIBLE COLLEGE CREDIT: Up to 6 credit hours	POSSIBLE COLLEGE CREDIT: In progress	POSSIBLE COLLEGE CREDIT: Up to 6 credit hours
	COLLEGE FIELD OF INTEREST: Health Science		COLLEGE FIELD OF INTEREST: Health Science
CAMPUS LOCATIONS: Academics at South Mountain	CAMPUS LOCATIONS: Academics at South Mountain Alhambra Metro Tech	CAMPUS LOCATIONS: Academics at South Mountain Metro Tech	CAMPUS LOCATIONS: Betty Fairfax Central Metro Tech North Trevor Boone
CERTIFICATION: BACE - Biotechnology Assistance Credential OSHA 10 - Healthcare	CERTIFICATION: CNA - Certified Nursing Assistant LNA - Licensed Nursing Assistant	CERTIFICATION: CPE - Certified Pharmacy Technician CPR First Aid Heart Savers	CERTIFICATION: CPFA - Certified Physical Therapy Aide OSHA 10 - Healthcare CPT - Certified Personal Trainer

STUDENT ORGANIZATION



HEALTH SERVICES



PSU | STUDENT GUIDE

SHOW YOUR STYLE
Learn to cut & style hair, prepare hair color & chemical applications, apply nail cosmetics, pedicures and more!

FEED YOUR PASSION
Gain experience in multiple positions with the culinary & hospitality industry and more!

CHANGE A CHILD'S LIFE
Provide a child's physical, social, emotional & intellectual learning, and more!

SET THE NEXT TREND
Learn fashion illustration & design principles, study fashion trends, produce a fashion show and more!



COSMETOLOGY	CULINARY ARTS	EARLY CHILDHOOD EDUCATION	FASHION DESIGN
Cosmetology 1-2 Cosmetology 3-4	Culinary Arts 1-2 Culinary Arts 3-4 CTE Internship	Early Childhood Education 1-2 Early Childhood Education 3-4 CTE Internship	Fashion Design 1-2 Fashion Design 3-4 CTE Internship
POSSIBLE COLLEGE CREDIT: In progress	POSSIBLE COLLEGE CREDIT: Up to 9 credit hours	POSSIBLE COLLEGE CREDIT: Up to 30 credit hours	POSSIBLE COLLEGE CREDIT: Up to 9 credit hours
	COLLEGE FIELD OF INTEREST: Science, Technology, Engineering, and Math	COLLEGE FIELD OF INTEREST: Education	COLLEGE FIELD OF INTEREST: Visual and Performing Arts
CAMPUS LOCATIONS: Metro Tech	CAMPUS LOCATIONS: Alhambra Camelback Carl Hayden Central Cesar Chavez Maryvale Metro Tech North	CAMPUS LOCATIONS: Academics at South Mountain Alhambra Betty Fairfax Camelback Carl Hayden Cesar Chavez Metro Tech North	CAMPUS LOCATIONS: Academics at South Mountain Metro Tech
CERTIFICATION: Arizona Cosmetology License To be eligible for licensing, student must have 900 clock hours. This requires a special schedule: Tuesday - Friday 12:30 - 5:00. Saturdays 8:00 - 5:00 and one day through the month of June.	CERTIFICATION: ServSafe Food Protection Manager	CERTIFICATION: Child & Family Development Professional CPR/ED First Aid Food Handlers Certificate Paraprofessional Praxis	CERTIFICATION: BSE-UP Customer Service & Sales BSE-UP Retail Industry Fundamentals BSE-UP The Business of Retail

SAVE A LIFE & A HOME
Learn fire department training, learn many firefighting techniques, practice emergency medical care and more!

SERVE AND PROTECT
Investigate civil & criminal court procedures, learn police techniques, train in 911 dispatch and more!

STUDENT ORGANIZATIONS



FIREFIGHTING & EMS

Firefighting & EMS 1-2
Firefighting & EMS 3-4
CTE Internship

POSSIBLE COLLEGE CREDIT:
Up to 18 credit hours

COLLEGE FIELD OF INTEREST:
Behavior Science and Human Service

CAMPUS LOCATIONS:
Franklin

CERTIFICATION:
CPR
First Aid
Stop the Bleed
Wildland Firefighter

LAW & PUBLIC SAFETY

Law & Public Safety 1-2
Law & Public Safety 3-4
CTE Internship

POSSIBLE COLLEGE CREDIT:
Up to 18 credit hours

COLLEGE FIELD OF INTEREST:
Behavior Science and Human Service

CAMPUS LOCATIONS:
Franklin

CERTIFICATION:
APCO - Public Safety Telecommunication Dispatcher
CPR

HUMAN SERVICES

PEU | STUDENT GUIDE

MAKE YOUR FUTURE SHINE

Learn design analysis, estimating & repair, both in MIG/TIG welding, buff & paint vehicles and more!



AUTOMOTIVE COLLISION REPAIR

Auto Collision Repair 1-2
Auto Collision Repair 3-4
CTE Internship

POSSIBLE COLLEGE CREDIT:
In progress

CAMPUS LOCATIONS:
Metro Tech

CERTIFICATION:
ASE/CAR
Student Certification
Non-structural Repair
ASE/CAR Student Certification
Paint & Bodywork

JUMPSTART YOUR FUTURE

Learn to use the latest technology & equipment, study brakes, steering/suspension, electrical and more!



AUTOMOTIVE TECHNOLOGIES

Automotive Technologies 1-2
Automotive Technologies 3-4
Automotive Technologies 5-6
CTE Internship

POSSIBLE COLLEGE CREDIT:
In progress

CAMPUS LOCATIONS:
Academies at South Mountain
Metro Tech
Trevor Browne

CERTIFICATION:
10 ASE/CAR
certifications available

BUILD YOUR FUTURE

Learn basic residential framing skills, set up plumbing systems, install residential wiring and more!



CONSTRUCTION TECHNOLOGIES

Construction Technologies 1-2
Construction Technologies 3-4
CTE Internship

POSSIBLE COLLEGE CREDIT:
In progress

CAMPUS LOCATIONS:
Academies at South Mountain
Betsy Farris
Carl Hayden
Metro Tech

CERTIFICATION:
OSHA 10
- Construction Industry

LIGHT THE WAY

Practice safety procedures, learn Ohm's Law, understand wiring, insulation & grounding and more!



ELECTRICAL WIRING

Electrical Wiring 1-2
Electrical Wiring 3-4
CTE Internship

POSSIBLE COLLEGE CREDIT:
In progress

CAMPUS LOCATIONS:
Metro Tech

CERTIFICATION:
OSHA 10
- Construction Industry

SET THE STAGE

Learn lighting & sound techniques, build scenery & design costumes for productions and more!



TECHNICAL THEATRE

Technical Theatre 1-2
Technical Theatre 3-4
CTE Internship

POSSIBLE COLLEGE CREDIT:
Up to 12 credit hours

COLLEGE FIELD OF INTEREST:
Visual and Performing Arts

CAMPUS LOCATIONS:
Carl Hayden
Maryvale

CERTIFICATION:
OSHA 10
- Construction Industry

REINFORCE YOUR FUTURE

Learn welding techniques, design & build structures, maintain equipment & safety procedures and more!



WELDING TECHNOLOGIES

Welding Technologies 1-2
Welding Technologies 3-4
CTE Internship

POSSIBLE COLLEGE CREDIT:
Up to 12 credit hours

COLLEGE FIELD OF INTEREST:
Applied Technology

CAMPUS LOCATIONS:
Carl Hayden
Maryvale

CERTIFICATION:
OSHA 10 - Construction Industry

STUDENT ORGANIZATION



INDUSTRIAL SERVICES

PEU | STUDENT GUIDE

LOG INTO SUCCESS

Learn to repair computers, design & build local area networks, maintain operating systems and more!



COMPUTER MAINTENANCE & CYBERSECURITY

Computer Maintenance & Cybersecurity 1-2
Computer Maintenance & Cybersecurity 3-4
CTE Internship

POSSIBLE COLLEGE CREDIT:
Up to 6 credit hours

COLLEGE FIELD OF INTEREST:
Computer and Information Technology

CAMPUS LOCATIONS:
Metro Tech

CERTIFICATION:
Comp TIA - IT Fundamentals
TechOut PC Pro Certification

ENGINEERING YOUR LIFE

Learn engineering design practices, apply modern technologies to solve real-world problems and more!



ENGINEERING SCIENCES

Engineering Sciences 1-2
Engineering Sciences 3-4
Engineering Sciences 5-6
CTE Internship

POSSIBLE COLLEGE CREDIT:
Up to 6 credit hours

COLLEGE FIELD OF INTEREST:
Science, Technology, Engineering and Math

CAMPUS LOCATIONS:
Academies at South Mountain
Alhambra
Bessemer
Camelback
Carl Hayden
Central
Metro Tech
Wilson

CERTIFICATION:
CSWA - Certified SolidWorks Associate

SECURE YOUR FUTURE

Design and build local, metropolitan & wide area networks, install and configure server OSs and more!



NETWORK SECURITY

Network Security 1-2
Network Security 3-4
CTE Internship

POSSIBLE COLLEGE CREDIT:
Up to 18 credit hours

COLLEGE FIELD OF INTEREST:
Computer and Information Technology

CAMPUS LOCATIONS:
Academies at South Mountain
Metro Tech
Phoenix Coding Academy

CERTIFICATION:
CompTIA - IT Fundamentals
CompTIA - Network +
CompTIA - Security +

DESIGN TO CODE

Design websites, invent games, develop problem-solving, write apps and more!



SOFTWARE & APP DESIGN

Software & App Design 1-2
Software & App Design 3-4
CTE Internship

POSSIBLE COLLEGE CREDIT:
Up to 25 credit hours

COLLEGE FIELD OF INTEREST:
Computer and Information Technology

CAMPUS LOCATIONS:
Academies at South Mountain
Alhambra
Cesar Chavez
Metro Tech
Phoenix Coding Academy
Trevor Browne

CERTIFICATION:
Python

STUDENT ORGANIZATION



IT/STEM SERVICES



SCHOOLS OF OPPORTUNITY
WELCOME, LOVE, AND INSPIRE ALL
STUDENTS TO GO PLACES AND
DO THINGS THAT MATTER.



AUDIO & VISUAL SERVICES

DIGITAL FILMMAKING
DIGITAL JOURNALISM
GRAPHIC DESIGN
MUSIC & AUDIO PRODUCTION
VIDEO BROADCAST JOURNALISM



HEALTH SERVICES

BIOTECHNOLOGY
NURSING ASSISTANT
PHARMACY SUPPORT SERVICES
SPORTS MEDICINE



INDUSTRIAL SERVICES

AUTOMOTIVE COLLISION REPAIR
AUTOMOTIVE TECHNOLOGIES
CONSTRUCTION TECHNOLOGIES
ELECTRICAL WIRING
TECHNICAL THEATRE
WELDING TECHNOLOGIES



BUSINESS SERVICES

ACCOUNTING
BUSINESS MANAGEMENT
BUSINESS OPERATIONS
ENTREPRENEURSHIP
FINANCIAL SERVICES
FLORAL DESIGN
HOSPITALITY MANAGEMENT
MARKETING
SPORTS & ENTERTAINMENT
MARKETING



HUMAN SERVICES

COSMETOLOGY
CULINARY ARTS
EARLY CHILDHOOD EDUCATION
FASHION DESIGN
FIREFIGHTING & EMS
LAW & PUBLIC SAFETY



IT/STEM SERVICES

COMPUTER MAINTENANCE
& CYBERSECURITY
ENGINEERING SCIENCES
NETWORK SECURITY
SOFTWARE & APP DESIGN

CAREER & TECHNICAL EDUCATION

PROMISE:

SCHOOLS OF OPPORTUNITY
WELCOME, LOVE, AND INSPIRE ALL
STUDENTS TO GO PLACES AND
DO THINGS THAT MATTER.



AUDIO & VISUAL SERVICES

DIGITAL FILMMAKING
DIGITAL JOURNALISM
GRAPHIC DESIGN
MUSIC & AUDIO PRODUCTION
VIDEO BROADCAST JOURNALISM



BUSINESS SERVICES

ACCOUNTING
BUSINESS MANAGEMENT
BUSINESS OPERATIONS
ENTREPRENEURSHIP
FINANCIAL SERVICES
FLORAL DESIGN
HOSPITALITY MANAGEMENT
MARKETING
SPORTS & ENTERTAINMENT
MARKETING



HEALTH SERVICES

BIOTECHNOLOGY
NURSING ASSISTANT
PHARMACY SUPPORT SERVICES
SPORTS MEDICINE



HUMAN SERVICES

COSMETOLOGY
CULINARY ARTS
EARLY CHILDHOOD EDUCATION
FASHION DESIGN
FIREFIGHTING & EMS
LAW & PUBLIC SAFETY



INDUSTRIAL SERVICES

AUTOMOTIVE COLLISION REPAIR
AUTOMOTIVE TECHNOLOGIES
CONSTRUCTION TECHNOLOGIES
ELECTRICAL WIRING
TECHNICAL THEATRE
WELDING TECHNOLOGIES



IT/STEM SERVICES

COMPUTER MAINTENANCE &
CYBERSECURITY
ENGINEERING SCIENCES
NETWORK SECURITY
SOFTWARE & APP DESIGN

Indicator 7 Examples

Indicator 7a

There are three parts to indicator 7a: the official membership, the program of work (POW), and the chapter bylaws. The official membership must include the name of a CTE teacher as the advisor. All three must be submitted to the state CTSO.



Sample Chapter Bylaws Outline

Each FCCLA chapter may be governed by an official set of guidelines called the chapter bylaws. Chapter bylaws should be consistent with the national Family, Career and Community Leaders of America bylaws, which are available on the FCCLA website, www.fcclainc.org. Students may want to use the following outline when creating or reviewing chapter bylaws.

I) Name and Purposes

A) Name

The name of this chapter of Family, Career and Community Leaders of America, Inc. shall be _____.

B) Purpose

The purposes of this chapter shall be the same as those of the national organization.

II) Membership

A) Active membership

Any student who is taking or has taken a course in Family and Consumer Sciences education through grade 12, or as determined by the state department of education, and has paid all applicable local, state, and national dues shall be an active member.

B) Alumni & Associates membership

Former members of Family, Career and Community Leaders of America; Future Homemakers of America and Home Economics Related Occupations (FHA/HERO chapters) and New Homemakers of America and other adult supporters may become nationally affiliated Alumni & Associates members.

III) Meetings

IV) Officers

A) Officers

B) Duties

C) Term of Office

D) Vacancies

V) Elections

VI) Committees

A) Committees

1. Standing

2. Special

B) Responsibilities

VII) Finances

A) State and National Dues

B) Chapter Dues

C) Budget


VIII) Amendments

IX) Parliamentary Authority


The rules found in *Robert's Rule of Order Newly Revised* will govern the business meetings of the chapter where appropriate.

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Program of Work




Program of Work

Goals for our chapter are:
(include goals for student growth and local chapter, district/region, state and national participation. Include fundraising.)



Program of Work

Goals for our chapter are:
(include goals for student growth and local chapter, district/region, state and national participation. Include fundraising.)



Program of Work

Goals for our chapter are:
(include goals for student growth and local chapter, district/region, state, and national participation. Include fundraising projects and how the money will be used. Identify intracurricular activities.)

Plans for achieving chapter goals:
(include details on who will be responsible, timeline to follow, etc.)

Evaluation:
(include details on how accomplishments will be measured.)

Advisor's Signature

Date

President's Signature

Date

Program of Work / Page 10



Program of Work

August

September



Program of Work

August

September



Program of Work

August

September



Program of Work

August

September

October

November

December

January

Program of Work / Page 11



Program of Work

February

March



Program of Work

February

March



Program of Work

February

March



Program of Work

February

March

April

May

June

July

Program of Work / Page 12

Indicator 8 Examples

Indicator 8a

Early Childhood Education Annual Work Based Learning Documentation

C. WBL Narrative

Our ECE program is based on Child Development Associate (CDA) competencies and requirements. Through work based learning, students are able to connect the skills and knowledge learned in my CTE classroom with the real world requirements of working in our on-site childcare center, Tiny T-Birds.

The Tiny T-Birds Early Childhood Center operates under the supervision of the Colorado River Union High School District #2 and has a two-fold mission:

1. To provide the highest quality of early care and education for children of faculty and staff.
2. To provide a laboratory setting for high school students enrolled in the Early Childhood Program at Mohave High School.

Since 2013, Tiny T-Birds has been accredited by the National Accreditation Commission for Early Care and Education Programs and is recognized as an early care and education program that exemplifies excellence in the care and education of young children. In addition, it was awarded a 5 Star Highest Quality rating by Quality First.

The Work-based Learning (WBL) experience allows for the application of the knowledge, skills, and abilities that are delivered through the coursework to further develop and apply employability and technical skills that prepare them for success in future careers working with young children, as well as, post-secondary education. In fact, at least **75%** of students' time is spent observing and working with children ages birth to 5 in our licensed child care center under the direct supervision of professional staff.

The Arizona Department of Health Services: Bureau of Child Care Licensing, considers my students "student- aides" by staff qualification definition. In this role, they are assigned to one of four different age groups (infants, young toddlers, older toddlers, and preschool) to:

- 1) Assist the Lead Teacher with the planning and implementation of activities to promote the social, emotional, cognitive and physical development of children
- 2) Support the Lead Teacher in guiding, directing, and overseeing children.

Student-Aides are evaluated based on a daily basis using the following criteria:

ECE 1 & 2 LAB TINY T-BIRDS: WORK-BASED LEARNING			
Student Aide Performance Rubric			
Category	10 (A)	8 (B)	7 (C)
Works with young children to promote their growth and development	Always has a positive attitude about working with young children and always engages children in activities/play to promote their growth and development	Usually has a positive attitude about working with young children and often engages children in activities/play to promote their growth and development	Sometimes has a positive attitude about working with young children and on occasion engages the children in activities/play to promote their growth and development
Quality of work to include your interactions with your peers and the teacher in your assigned age group	Always listens to, shares with, and supports the efforts of the teacher when working in assigned age group. Provides work of the highest quality that reflects the student's best effort.	Usually listens to, shares with, and supports the efforts of the teacher when working in assigned age group. Provides good quality work that reflects a strong effort.	Sometimes listens to, shares with, and supports the efforts of the teacher when working with in assigned age group. Provides average work that reflects some effort.
Follows the classroom routine of your assigned age group and follows student-aide guidelines and DAP expectations	Consistently follows the classroom routine, always follows student-aide guidelines and developmentally appropriate practice	Usually follows the classroom routine, often follows student-aide guidelines and demonstrates developmentally appropriate practice	Sometimes follows the classroom routine, often needs to be reminded of student-aide guidelines and developmentally appropriate practice

Certifications & Endorsements

- Sanitation Practices in Child Care Certification - 1st year
- Safe Diapering in Child Care Certification - 2nd year
- Para Pro Certification - 2nd year
- CPR & First Aid Certification - 3rd year
- CDA Credential - 3rd year

E. Summary of Program Specific Accomplishments

- Due to the size of the CTE Classroom, the capacity is limited to 16 students per class period for a maximum opportunity of 80 students.
 - Current Enrollment:
 - ECE 1: 28 students
 - ECE 2: 23 students
 - ECE 3 & 4: 8 students
- There is also an opportunity for up to 4 paid internships to work afterschool as an Assistant Teacher in our onsite childcare center. In this role, the intern counts in the "staff to child" ratio and has a **greater** responsibility for the supervision, instruction, and basic care of the children as described below:
 - **Supervision** - responsible for observing and monitoring children's activity at all times. Through this observation, they must be able to recognize inappropriate behavior and redirect children accordingly.
 - **Instruction** - helping teachers prepare and facilitate activities to promote children's development. They may also facilitate individual and small group work so that students can benefit from a more individualized learning experience.
 - **Basic Care** - Maintaining the health and well-being of the children under their supervision. This can take the form of cleaning, meal preparation and dealing with minor injuries.

Industry Credentials Earned:

- 23 CDA Credentials
- 13 Para Pro Credentials

Indicator 8c-d
(AF or Space Force JROTC)



ATTACHMENT 4: CHECKLIST OF DOCUMENTS

UNIT PRESENTS TO HQ REPRESENTATIVE ON ARRIVAL

Unit Weapons Inventory (drill rifles, sabers, air rifles, archery bows)

Unit Inventory Report (pull report from WINGS within 24 hours of visit) (Optional)

Current school system-generated Class Roster(s)

Current school system-generated Cadet Drop/Add List.

Lesson Plans (what will be taught on the day of the HQ visit)

Course Syllabus for all classes (Optional)

Unit Seven-Year Curriculum Plan (Optional)

Current school year Cadet Guide (Optional)

Access to all DD Forms 3203 (Cadet Contracts)

Access to all AF/SF JROTC Supplemental Participation Forms

Instructor CPR Qualifications

Any Religious/Cultural/Medical Waivers not in WINGS

Any MOUs with the school (Drones, Marksmanship, Archery, etc.)

Hard-Copy of Cadet Unit Mission Briefing

Indicator 8a, 8c, 8d

A DETAILED GUIDE IDENTIFYING, ENROLLING AND REPORTING TRUE WORK-BASED LEARNING PROGRAMS.

PURPOSE OF THE GUIDE

Work-based learning is a broad definition that has, for these purposes, very clear components, frameworks, and processes.

- Internships
- Healthcare - Clinicals
- Supervised Agricultural Experiences
- Apprenticeship
- School-based Enterprise
- Mock Business/Industry Projects

Helpfully, this guide will walk you through what they are, what they are not, and where you can advantageously invest to develop concrete, measurable work-based programs for your school, students, and community.

WORK-BASED LEARNING EDUCATION IN ARIZONA

Work-Based-Learning defined in 2021 by the Arizona Department of Education (ADE)

“Work Based Learning (WBL) experiences allow students to develop professional skills to enhance their employability. These experiences can occur either at a school or an industry site. WBL allows students to apply classroom learning in a hands-on experience at a worksite.” (page 6)

Per the District and ADE, all WBL activities must be

- Clearly defined
- Supported by WBL curriculum
- Measurable
- Evidence/activity based
- Supported by documentation
- Monitored and managed by a teacher or a certified coordinator
- Comply with federal, state, and business risk management policies
- A minimum of 180 service hours

Types of work

- Internship
- Cooperative Education
- Diversified Cooperative Education
- Healthcare - Clinicals
- Supervised Agricultural Experiences
- Apprenticeship
- School-based Enterprise
- Mock Business/Industry Projects

Work-Based Learning Experiences

- Can be paid or unpaid
- If CTE, integrates the technical skills related to the CTE program
- Cannot replace the Carnegie Units of credit needed for the CTE program
- Can be a part of the program (i.e., school-based enterprise & laboratory/simulations)
- Must comply with federal, state, and business risk management policies.

Roles

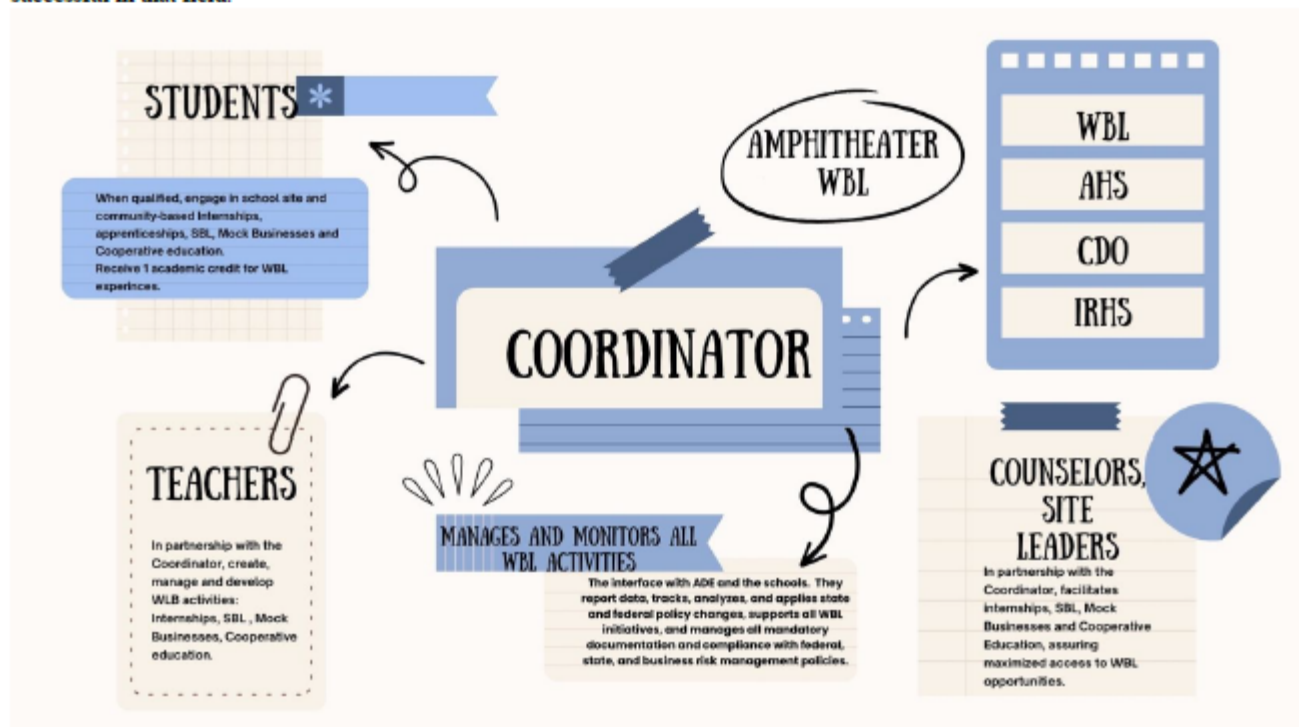
Measurable WBL experiences require the involvement and commitment of all the following participants.

<u>Worksite</u>	<u>Home</u>	<u>School</u>
Students	Students	Students
Employers	Parent(s)/Guardian(s)	Teachers
Co-workers		WBL Coordinators
		Counselors
		Administrators

In our District, management, and administration of WBL is Coordinator Based

The framework complies to the State of Arizona Diversified Cooperative Education model and requirements.

The fundamental purposes of cooperative education are to provide opportunities for students to learn under real-life work conditions to develop a hands-on knowledge of occupational standards, professional workplace skills and attitudes, technical skills needed to be successful in that field.



Per the State of Arizona, the Coordinator is required to have a Cooperative Education K-12 endorsement in addition to their Teacher certification.

- ☐ The difference from a Teacher-based Cooperative Education model below is that there is one Coordinator responsible for students within multiple program areas.
- ☐ As both management and administrative requirements the Coordinator must know which students have been enrolled in what type of WBL activities, where they have been placed, manage the documentation, and visit worksites and per federal, state, and business risk management policies assure compliance to safety and labor laws.

Administrative responsibilities: The Coordinator is the interface with ADE and the schools. They report data, tracks, analyzes, and applies state and federal policy changes, supports all WBL initiatives, and manages all mandatory documentation and compliance with federal, state, and business risk management policies.

Management requirements:

- Selection of training site.
- Identification of sponsor.
- Agreement on learning outcomes.
- Regular worksite visits* – The frequency of the visits will vary with each situation but, ideally, the Coordinator should plan to visit:

1. Once a week during the first and second weeks of employment.
2. Once every two weeks during the next six to ten weeks of employment.
3. Once a month for the duration of the experience.
4. On demand, as necessary, to mediate performance problems and to ensure adherence to the training agreement and training plan.

***Worksite Visit:**

5. To protect the Coordinator, Teacher, School and District from liability, each visit should address some, or all, of the following:
 1. Observe the student.
 2. Confirm parties' responsibilities and skills.
 3. Check safety conditions.
 4. Validate work hours and assist in negotiation of future schedules.
 5. Evaluate student performance on assigned responsibilities.
 6. Check that duties and tasks are aligned to a training plan signed by all parties.
 7. Assure compliance to laws.
 8. Assist in negotiation of extended work and/or disciplinary actions.
 9. Discuss additional opportunities for involvement in the program.
 10. Make courtesy visits to senior management.

Keep a file including:

- Application for admittance to the WBL experience.
- Training agreement.
- Training plan.
- District-mandated liability and permission slips.
- Wage and/or hour report (hours if not paid).
- Visitation notes/reports.
- Employer evaluation reports.

Teacher-based Cooperative Education

Teacher-based Cooperative Education (Co-op) differs from internship.

- It is an advanced method of career development that provides the opportunity for both technical application and professional skill development.
- Co-op requires a scheduled class period during the day to specifically teach professional skills. In some schools, CTSO participation may be required.
- The student and Cooperative Education Teacher work collaboratively to select the place of employment that will provide and coordinate occupational experiences to observe "high skill, high wage, or high demand", and to graduate as individuals who have adjusted to the world of work.

Requirements Cooperative Education teachers must possess a Cooperative Education, K-12 Endorsement along with a current CTE Teaching Certificate. The District Coordinator is an integral partner that monitors and supports the program.

Delivery method This method often involves working with current advisory committees and may include donation of equipment and partnership opportunities.

Steps in Planning a Cooperative Education Program

- The student must be a concentrator (year three or four of a two- or three-year program) of an Approved CTE Program on the most current Arizona CTE Program List or an Approved Proposed Local Occupational Program.
- If the Cooperative Education program is for credit, the course must be listed in the school catalog and on the CTE Program Course Sequence.
- The school arranges with the employer for on-the-job training utilizing the WBL training agreement and training plan.
- The school coordinates the training during the on-the-job phases of instruction.
- Credit is granted for the cooperative education as approved by the local school district.

- The parent or guardian agrees to accept responsibility for the student's safety and conduct while traveling to and from school, place of employment, and home.
- The WBL teacher/coordinator will visit the employer's site prior to sending students to ensure that the proper safety and training conditions exist.
- Each worksite/student must be visited periodically to check the student's progress, attendance, appropriate work assignments, and safety.
- A training agreement and training plan must be on file with the Coordinator and co-op teacher for each student.
- An employer evaluation report must be on file with the Coordinator and co-op teacher for each student.
- A student co-op experience evaluation must be on file with the Coordinator and co-op teacher for each student.

Management and Certification Requirements for different work-based learning activities:

If service is outside of the school site:

- The Coordinator or Teacher in charge of their interns must have a State of Arizona K-12 Cooperative Education endorsement on their active teacher's certificate.
- The internship Coordinator or Teacher must comply to all Arizona State requirements (pages 6-7).

If service is within the school site, and is not a Cooperative Education Program, it is managed and monitored by the Coordinator:

- The Service provider (teacher) must develop a work plan for the participants in any and all WBL activities (pages -6-7) and provide said documentation to the Coordinator.
- The Service provider (teacher) must manage all of the documentation of the participants activities and provide said documentation to the Coordinator.
- The Service provider (teacher) must communicate enrollments, and submit work plans, documentation of activities and progress to the Coordinator.

WBL MODELS IN OUR DISTRICT

CTE Work-Based Learning

- Integrate the technical skills related to the CTE program.
- Cannot replace the Carnegie Units of credit needed for the program sequence.
- Can be a part of the program (i.e. school-based enterprise & laboratory/simulations).
- Must comply with federal, state, and business risk management policies.
- Can be paid or unpaid.

The CTE student will be engaged in any of the following activities:

- Internship
- Healthcare - Clinicals
- Supervised Agricultural Experiences
- Apprenticeship

Per State, Federal labor law, Arizona Department of Education (ADE) and District requirements, the student must meet these criteria:

- Program Completer (may only serve the year after completing either a two- or three-year program).
- Age: 16 years old or older.
- Are a Junior or Senior.
- Minimum 2.5 unweighted GPA.
- No academic deficiencies.
- Have a defined training plan.
- Complete at least 180 hours of defined service.
- Their service can be paid or unpaid.
- Service may be at a school site or before or after school in the community.

CTE Internships

The CTE internship must be directly related to the CTE program in which the credit is earned. Internships may be paid or unpaid work experiences. Students who are classified as seniors (12th grade) and are at least 16 years of age are eligible to participate. Students must be concentrators in a CTE program prior to enrolling in a CTE internship (year three or four of a two- or three-year program).

The CTE Internship provides CTE students an opportunity to engage in learning through participation in a structured work experience that involves the application of previously-developed technical skills and practical application of previously-studied theory through a combination of coursework and part-time experience for which school credit is awarded.

The experience uses training agreements and training plans to outline what students are expected to learn and demonstrate at the worksite. It is essential that all parties become knowledgeable about laws governing students between the ages of 16 and 17 in the workplace.

Every contract/agreement used for WBL student participation must state that there is a safe working environment including protection from discrimination and sexual harassment. The contract/agreement must also contain a statement that the school has the right to immediately terminate the student in WBL if there is a breach of stipulated obligations.

Setting up an Internship

- Identification of Potential Worksites. Identified by the students and supported by teachers or the Coordinator.
- Preparation of Students for Employment – Students must be thoroughly prepared before engaging in an internship experience. Preparation includes curriculum that focuses on research, career exploration, and skills that will be applied at the worksite. The appendix in this WBL internship handbook includes the following:
 - *Internship Contract.*
 - *Liability and risk releases.*
 - *Training agreements.*
 - *Service logs.*
 - *Business, Parent and Student expectations and commitments.*
 - *Evaluation materials.*
- Overview of legal responsibilities – Worksite supervisors are made aware of legal issues related to a work-based learning experience. These include safety, child labor, discrimination, and sexual harassment laws. The WBL coordinator ensures that worksite supervisors understand their legal responsibilities and potential liabilities in advance. For unpaid work experiences, all parties are made aware of federal guidelines related to unpaid work experience.
- Instructions for working with young people – Worksite supervisors may be unaccustomed to the unique challenges of communicating and working with young people. They may be faced with student attitudes and expectations that may seem unrealistic in the workplace. Possible scenarios are discussed with worksite supervisors and are encouraged to provide as many active learning experiences as possible.
- Activity suggestions – Supervisors are encouraged to allow students to participate in as many learning activities as possible; especially those activities that offer an opportunity to develop workplace skills.
- Documentation compliance Arranging meeting times, planning with the Coordinator to ensure that academic requirements are met, signing structured training agreements and training plans, arranging student work space, and informing students about company policies and procedures.
- Evaluation materials –
 - *Employer Evaluations*: Employers are provided with forms to evaluate the student's participation and to evaluate the program.
 - *Training Agreements*: Includes a list of responsibilities of the employer, the teacher/coordinator, the parent/guardian, and the student. This document must be signed by all parties.
 - *Training Plans*: A list of specific and general tasks the student will be involved in in the internship. This document must be signed by school/district officials, parent/guardian, and employer.
 - *Service Logs*: An accurate log of completed during work hours of job duties and time frames. This log shall be signed by the employer and student.
 - *Record Keeping*: Accurate and up-to-date documentation must be maintained of signed required forms, journals, and evaluations, specific to the work experience of the student. Records an employer may keep on file include: a student's job application, attendance record, self-evaluations, resume, and parent's contact information.

Healthcare - Clinicals

Structured clinicals are the heart of Health Careers Education providing students with the opportunity to apply classroom learning to real situations and to develop core competencies needed to make the transition from the classroom to the workplace.

- Clinicals are based on observation and care of patients at different stages of medical practice.
- Like cooperative education, clinicals are closely supervised and may require a significant number of offsite hours. This experience uses written training agreements to outline what students are expected to learn, and can be managed by the Coordinator.
- Strong emphasis is placed on coordination and integration between worksite and classroom learning. Credit hours, outcomes, and levels of intensity vary depending on the course of study.

Supervised Agricultural Experiences (SAE)

An SAE program consists of planned activities conducted outside of class time, designed to gain hands-on experience and develop skills in agricultural career areas that interest the student.

SAE benefits

- Provides an opportunity to explore careers.
- May earn money.
- Improves communication skills in a variety of situations.
- Develops management skills.
- Earns FFA Proficiency Awards and advanced FFA degrees.

Types of SAEs

- *Exploratory.* This type of program is great for beginning students and those who are uncertain about their interests.
- *Research/Experimentation.* An SAE where the student conducts research using the scientific process.
- *Placement/Internship.* Work either for pay or for the experience. May be located in agribusinesses, school labs, farms, and ranches, or in community facilities.
- *Ownership/Entrepreneurship.* The student plans and operates an agriculturally-related enterprise or business. Examples include producing and marketing livestock, crops, nursery plants or forest products, providing a service such as lawn care, processing agricultural products, repair, design, or fabricating agriculturally-related equipment.

Some additional requirements to the SAE include

- *Supplementary Activities.* A specific skill learned outside of normal class time that contributes to the agriculture skills and knowledge obtained by the student.
- *Improvement Activities.* A series of learning activities that improve the efficiency, value, use, or appearance of the place of employment, home, school, or community.

Apprenticeships and Pre-apprenticeships

Registered Apprenticeships involve learning how to do a task by performing it on the job and through related technical instruction.

On-the-job training and related technical instruction are vital elements required for a Registered Apprenticeship program.

- Individual business, employer associations or labor-management organization may offer Registered Apprenticeships.
- It requires a registered employer-employee relationship in which training programs take 1-6 years. Most programs are 3-4 years long.
- These working opportunities combine at least 2,000 hours of on-the-job-training with a minimum of 144 hours of classroom instruction that can be achieved during the pre-apprenticeship phase.
- Registered Apprenticeship is a voluntary industry-driven system for careers requiring a range of high-level skills, and is full-time, paid employment and training with built-in career placement. A skilled mentor/journey worker is required to oversee and train the apprentice.
- Registered Apprenticeships includes on-the-job learning from an assigned mentor combined with technical training, provided by apprenticeship training centers, community colleges, and institutions employing distance and computer-based learning systems.
- The Department of Economic Security (DES) Apprenticeship Office creates, develops, and monitors registered apprenticeship programs in Arizona.
- The Coordinator works directly with the registered apprentice and pre-apprenticeship service providers and monitors the registered apprenticeship.

- At the end of the apprenticeship, all apprentices receive a nationally-recognized credential. Some apprenticeship and pre-apprenticeships programs offer interim credentials as apprentices achieve important milestones during their apprenticeship.

School-Based Enterprises (SBE)

A School-Based Enterprise (SBE) is an entrepreneurial operation in a school setting that provides goods and/or services to meet the needs of the market.

- SBEs are managed and operated by students as hands-on learning laboratories providing realistic and practical learning experiences that reinforce classroom instruction.
- The school programs of study must have the course capacity to provide the learning needed to become successfully employed.
- In an SBE, the student's CTE courses and academic courses integrate around the SBE.

The SBE must be oriented toward, and run by, students. Teachers serve as advisors but not chief executive officers. Some operate like regular small businesses, letting students apply the academic and CTE content they learned in school.

Reflective of the curriculum, students gain experience in entrepreneurship, accounting, budgeting, cash-flow management, marketing, inventory control, and business and industry technical skills.

Steps to Develop an SBE

1. Assess and Define the product or service
 - Student and teacher interest
 - Possible ventures and their feasibility
 - Decide and commit
2. Build the Support of Key People
 - Teachers
 - Students
 - Parents
 - Advisory Committee
3. Develop a Written Business Plan
4. Establish a Structure for the SBE
 - Basic organization
 - Curriculum
 - Training and education of students and teachers
 - Scheduling
 - Facilities, equipment, and supplies
 - Finances
5. Implement production and services
 - Equipment and supplies
 - Workforce and their role
 - Sales and marketing strategies
 - Maintain budgets
 - Maintain inventory

Mock Business/Industry Projects

A variation on the School-based Enterprise includes projects developed to market items or services of programs on campus such as welding, construction, media, cosmetology, medical laboratory, etc.

- Mock business/industry projects are direct experience with industry standards.
- Students work both independently and in teams to apply problem solving and decision-making skills while developing new products or concepts.

Elements to be considered:

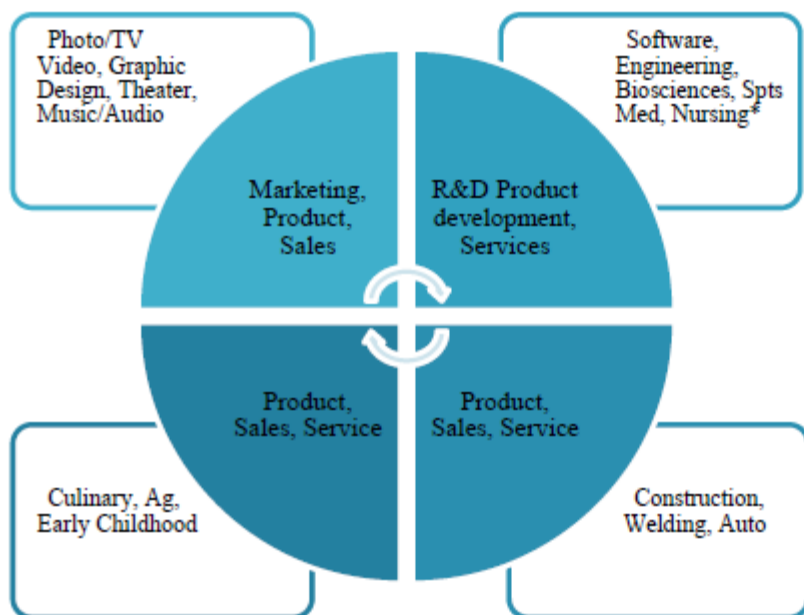
- Adequate class time to complete projects/simulation.
- Sufficient space to encourage flexible work activities.
- Access to technology including industry standard equipment.
- Instructional materials, supplies, and tools.

- Teacher professional development activities (to update industry skills and classroom management).
- Possible interdisciplinary projects and team teaching.

AN INTEGRATED WBL MODEL

An integrated WBL model in figure 4 enhances opportunities for collaborative cross-program and school site WBL projects. These are further opportunities to enhance and expand, Internships, SBEs and Mock Businesses, which positively increases authentic student labor market and skills demand experiences while expanding opportunities to share resources and WBL curriculum across departments. The Coordinator works in partnership with programs and teachers to determine and define resource needs, regulations, documentation, and compliance with federal, state, and business risk management policies.

Figure 4. An Integrated WBL model.



What is Work-Based learning in our District outside of the CTE framework?

Career Interns (MSC009) are students that have not completed a CTE program or pathway and are interested in pursuing a career. They and their work supervisor must adhere to all (ADE) WBL regulations, federal, state, and business risk management and District policies

Prerequisites :

- Age: 16 years old or older.
- Are a Junior or Senior.
- Minimum 2.5 unweighted GPA.
- No academic deficiencies.

Requirements:

- Successful completion of approved employability skills/college and career curriculum.

- Have a defined training plan.
- Per our school district 180 hours of defined service.
- Service may be paid or unpaid.
- Service may be at a school site or before or after school in the community.

Realizing Excellence through Academic and Creative Help (REACH) students identified by the REACH program enrolled in Honors Seminar (MSC017) or Honors Capstone (MSC018).

- As defined by the (ADE), Practicums, and Community Initiatives, are job shadowing experiences not work-based learning.
- Apprenticeships are WBL activities only if the student is enrolled in an accredited apprenticeship program (see page X and Page 10 Arizona Work-Based Learning guide) that complies to all state and federal youth labor laws, and per the District, the apprentice serves at least 180 hours. The Coordinator must monitor, evaluate, and assure proper documentation and compliance to federal, state, and business risk management policies.
- Entrepreneurships conducted as a School Based Enterprise (SBE) or Mock Business, are WBL activities only if the SBE or Mock Business is supported by approved employability skills/college and career curriculum and complies to all SBE or Mock Business requirements (see pages 9-10 for terms and conditions). Lacking required teacher certification, the Coordinator can serve to monitor, evaluate, assure proper documentation and compliance to federal, state, and business risk management policies.

What is not Work-Based Learning?

Teacher Assistants (TA) (MSC003), are students engaged with site teachers or staff in a support role.

- TA enrollment must be approved by site leadership.
- TAs have no defined training plan, no requirement to complete employability skills training.
- TAs' evaluation is based on individual supervisor criterion that results in a Pass/Fail grade.

All community, club and job shadowing activities that do not meet the minimum requirements of a Career Internship (see page 9).

ENROLLMENT WORKFLOW

Teachers:

To best support our CTE and non CTE site teachers, the intern request the Teacher workflow in figure 1 helps design a robust, measurable, and accountable work-based learning environment for your site, students, teachers, and community, while complying to the District rule that any WBL placement is at least the 5th class the student is taking.

Figure 1 For the visual learner Intern request through a Teacher.

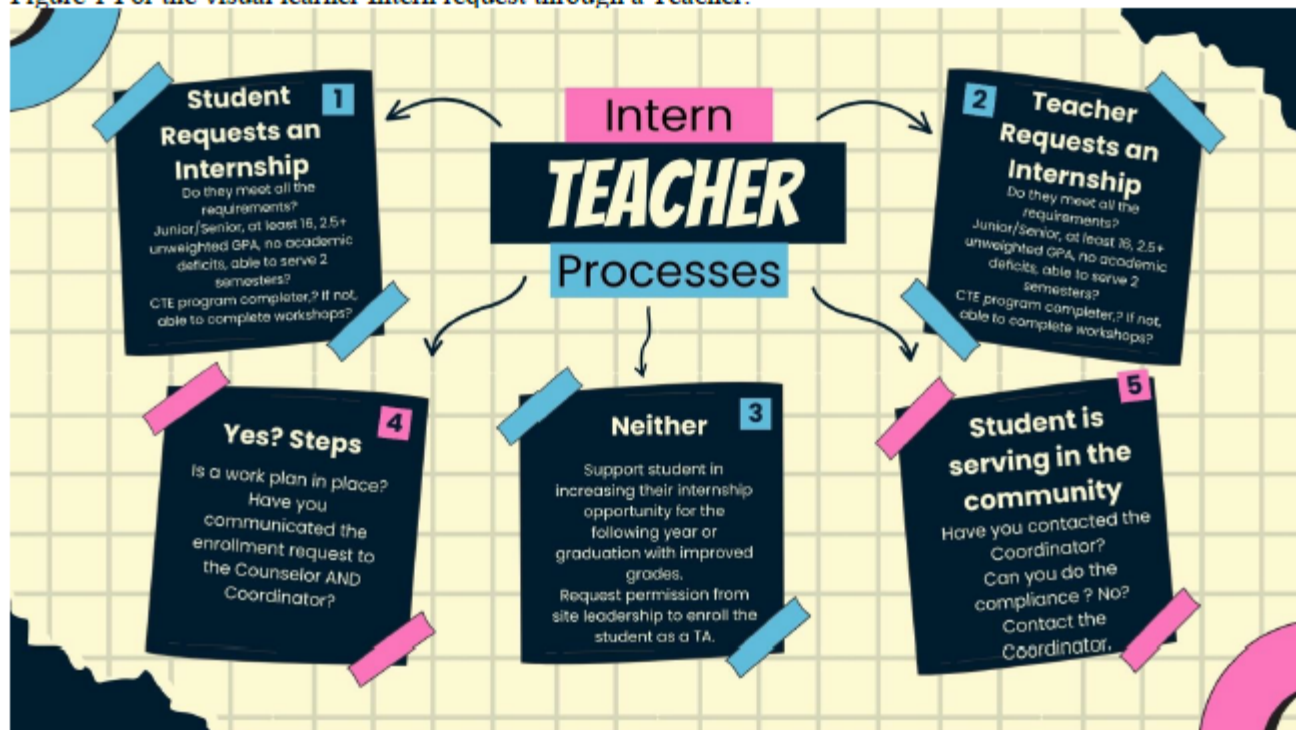


Figure 1 For the process learner Intern request through a Teacher

Student request.

- Do they meet the criterion? (Junior/Senior, at least 16 years old, Minimum 2.5 unweighted GPA, no academic deficits, able to or has successfully completed employability skills curriculum).
- Are they able to serve at least two semesters?
- Are they a CTE program completer (year three or four of a two- or three-year program)?
- If not, are they able to complete the required employability skills curriculum workshops?

Teacher request.

- Do they meet the criterion? (Junior/Senior, at least 16 years old, Minimum 2.5 unweighted GPA, no academic deficits, able to or has successfully completed employability skills curriculum).
- Are they able to serve at least two semester?
- Are they a CTE program completer (year three or four of a two- or three-year program)?
- If not, are they able to complete the required employability skills curriculum workshops?

Neither.

- Support student to increase their internship opportunity for the following year (s) with good grades or graduating with improved grades.
- Request permission from site leadership to enroll student as a TA.

Yes!

- Is a work plan in place?
- Have you communicated the enrollment request to a counselor AND the Coordinator?

Student is serving in the community.

- Have you contacted the Coordinator?
- Can you do the compliance yourself? No? Contact the Coordinator.

Counselors and Site Leadership:

From analysis to implementation, to best support partner counselors and site leaders, the enrollment workflow in figure 2 helps design a robust, measurable, and accountable work-based learning environment for your site, students, teachers, and community, while complying to the District rule that any WBL placement is at least the 5th class the student is taking.

Figure 2 For the visual learner Enrollment Workflow

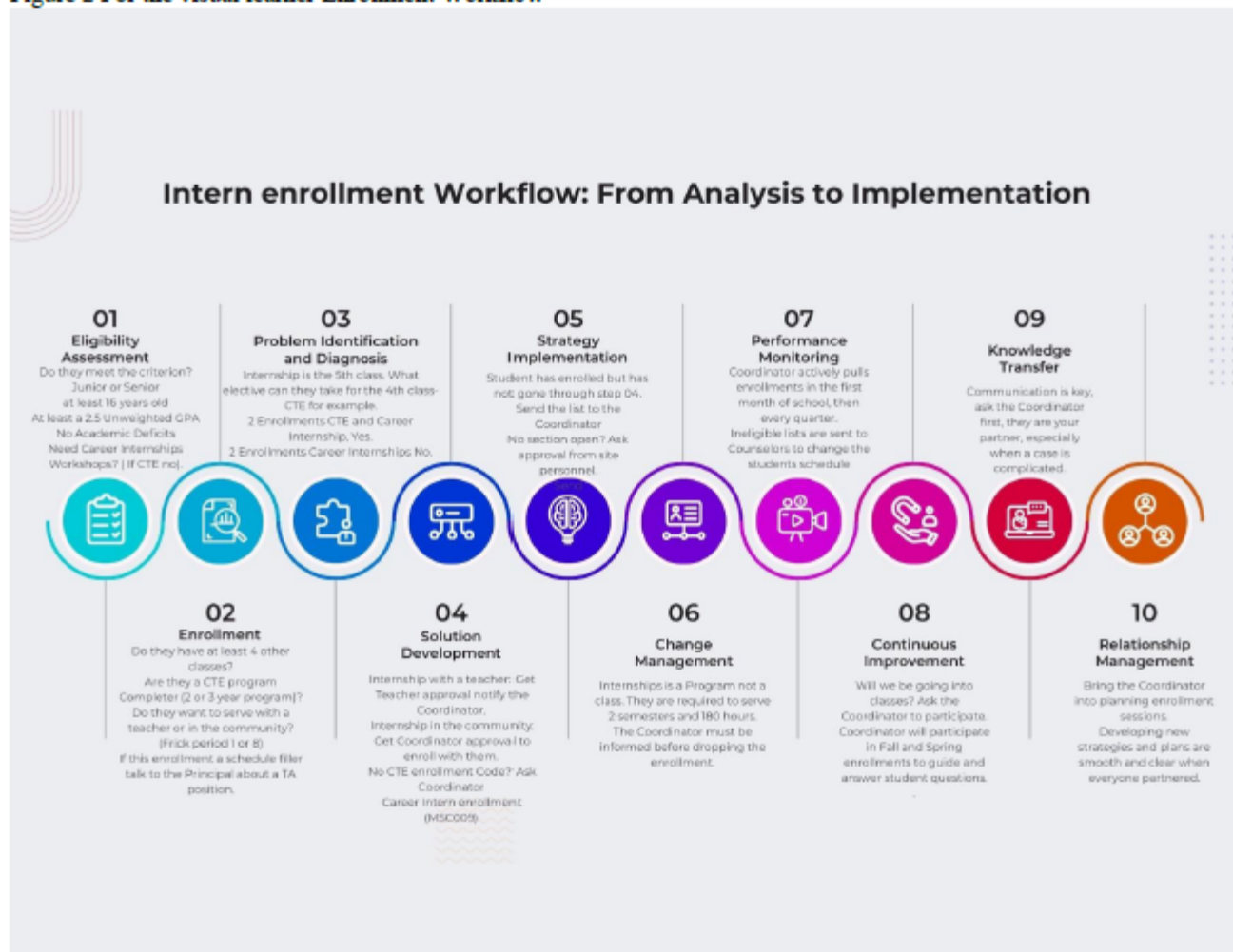


Figure 2: For the processes learner Enrollment Workflow.

Step1: Eligibility assessment: Is the student a Junior or Senior, at least 16 years old, has at least an unweighted GPA of 2.5, no academic deficits, if not a CTE completer will need to complete the workshops (employability skills/college and career training), is a CTE completer (completed two or three years of the same CTE program and this is year three or four) and does not need to take the workshops.

Step 2: Enrollment: Is the student already enrolled in at least four classes, are they a CTE program Completer (year three or four of the same CTE program), do they want to serve in the community before and after school (enroll with the Coordinator period 1 or 8) or with a teacher during the school day? If this enrollment is a schedule filler, talk to the site principal about a TA position.

Step 3: Problem Identification and Diagnosis: If Internship is at least the 5th class, can they take an elective like CTE for the 4th class- Yes. Two enrollments CTE and Career internship- Yes. Two Career internship enrollments-No.

Step 4: Solution Development: Teacher based internship requires teacher approval and notifying the Coordinator. Internship in the community requires Coordinator approval to enroll the student. No CTE internship code? Ask the Coordinator. Career Intern code is MSC009.

Step 5: Strategy Implementation: Student has enrolled in an internship but not gone through step 4, send their name or a list of names to the Coordinator. No section open, ask the site personnel, and/or the Coordinator.

Step 6: Change Management: Internship is a Program not a class. Per ADE and the District, they must serve at least 180 hours, which is two semesters. In all cases, the Coordinator must be informed before dropping or enrollment.

Step 7: Performance Monitoring: Coordinator actively pulls enrollment during the first month of school, then every quarter. Ineligible lists are sent to the Counselors to change the student's schedule.

Step 8: Continuous Improvement: Counselors includes the Coordinator when going into class for registration during spring and present during fall registration to answer questions. CTE Teachers invite the Coordinator into class to inform and recruit internships. CTE teachers send next year's intern list to the Coordinator.

Step 9: Knowledge Transfer: As your partner, ask the Coordinator first, especially when the case is complicated.

Step 10: Relationship Management: To smoothly develop current or new plans and strategies, include the Coordinator on planning sessions.

Determining enrollment types and criterion.

When assessing a student or teacher request, to quickly and efficiently identify where a student might best take advantage of a WBL experience, the enrollment map in figure 3 will help get you there quickly.

Figure 3. For the visual learner: Determining enrollment types and criterion.

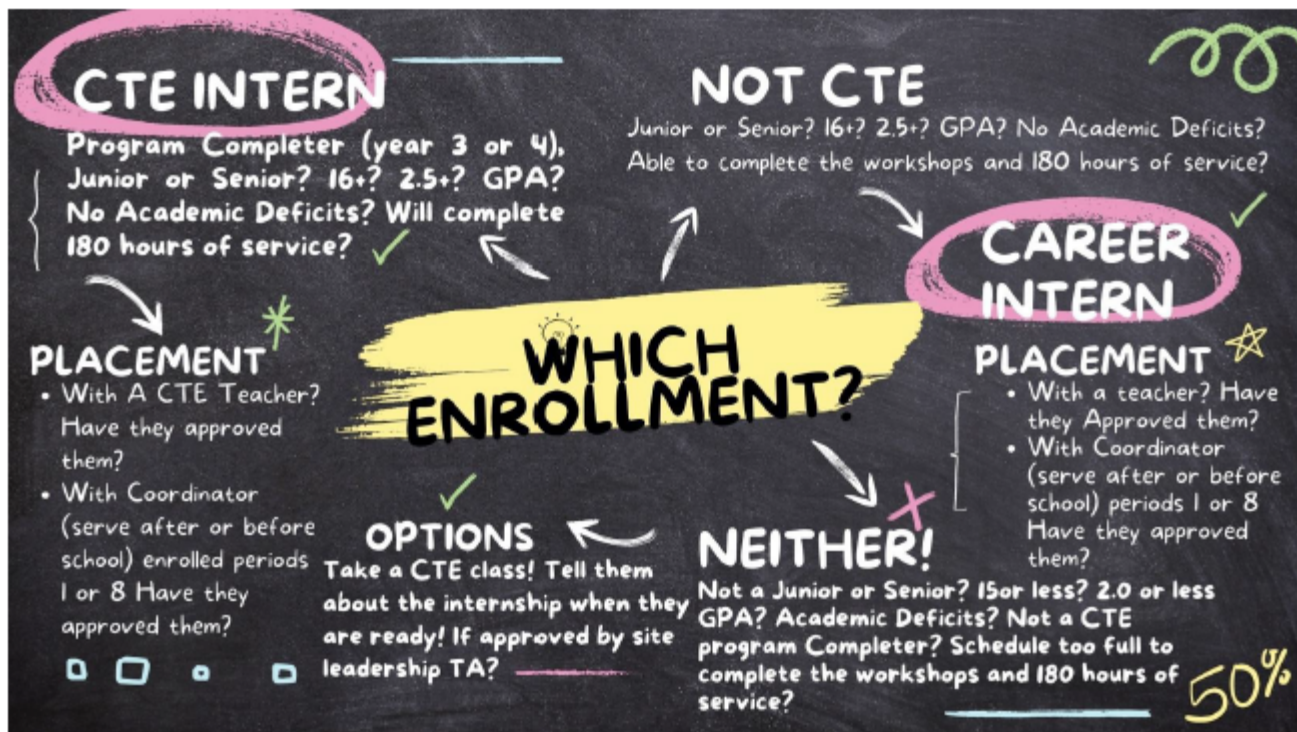


Figure 3 For the process learner Determining enrollment types and criterion.

A student requests an internship, where to place them?

CTE program completer (completed year two or three): Meets age, grade academic requirements and able to complete 180 hours of service.

- Placement with a site CTE teacher: Have they got the teacher's approval?
- Placement with the Coordinator to serve before or after school and have either periods 1 or 8 free? Have they got the Coordinator's approval?

Not a CTE program completer: Meets age, grade academic requirements, able to complete 180 hours of service and able to complete the required workshops.

- Placement with a site teacher: Have they got the teacher's approval?
- Placement with the Coordinator to serve before or after school and have either periods 1 or 8 free? Have they got the Coordinator's approval?

Neither: does not meet the requirements and schedule too full to complete the workshops and 180 hours of service.

- Enroll in a CTE class!
- Tell them about the internship and encourage them to apply when they are ready!
- If approved by the site leadership, could they be enrolled as a TA?

RESOURCES FOR WORK-BASED LEARNING

Arizona Curfew Laws

<http://lawforkids.org/curfew>

Arizona Department of Education Cooperative Education, K-12 Endorsement

<https://cms.azed.gov/home/GetDocumentFile?id=58a22b861130c2091cf212d1>

Arizona Department of Economic Security - Apprenticeship programs

<https://des.az.gov/services/employment/apprenticeship-home>

Arizona Minimum Wage

<https://www.minimum-wage.org/arizona>

Arizona State Constitution of Child Labor Laws

<http://www.azleg.gov/viewDocument/?docName=http://www.azleg.gov/const/18/2.htm>

Arizona State Office of Economic Opportunity

<https://oeo.az.gov/>

Cooperative Education Certification

<https://www.azed.gov/educator-certification/forms-and-information/certificates/>

Scroll down to Career and Technical Education

Diversified Cooperative Education Endorsement

<https://www.azed.gov/educator-certification/cooperative-education-k-12>

Federal Government Youth Workers and the Law

<https://www.youthrules.gov/>

Industrial Commission of Arizona

<https://www.azica.gov/>

National FFA Organization - Supervised Agricultural Experiences

<https://www.ffa.org/about/supervised-agricultural-experiences>

SBA Writing a Business Plan

<http://www.sba.gov/writing-business-plan>

Youth Rules Work-based Learning Videos

<https://www.youthrules.gov/share/teens-saying/index.htm>

US Equal Employment Opportunity Commission

Youth@Work Video and Manuals

<https://www.eeoc.gov/youth/classroom.html>

The Youth@Work video explores discrimination and harassment based on race, skin color, religion, sex (including pregnancy), national origin, age and disability. The video also addresses retaliation.

WORK BASED LEARNING

Overview

DEFINITION OF WORK BASED LEARNING

Work Based Learning - all opportunities for students to practice the skills and knowledge they learn in the CTE classroom at a work site, either on campus or off campus.

OPTIONS FOR WORK BASED LEARNING

Credit Courses - These courses are for seniors only and require CTE instructor recommendation.

Opportunities

Opportunity	Description	Example(s)
JOB SHADOW	<ul style="list-style-type: none">Typically, 2-5 hours in 1 to 2 visitsStudents observe at work site	Job shadow at a hotel Example: Student shadows several different employees in different departments to get a better understanding of each of the different jobs.
INTERNSHIP	<ul style="list-style-type: none">1 Credit – for work experience60 – 90 hours each semesterMay be paid or unpaidSeniors/16 years old (Juniors with recommendation from Administration/Intern Supervisor)	<i>Project-based Internships:</i> A project of value to a company or organization. It is not busy work but important, possibly, urgent projects. <i>Traditional Internship:</i> Student learns the different aspects of a job, i.e. Student interns at a local business with a mentor. They have daily duties/routines they are expected to carry out, and receive feedback along the way.
PRACTICUM/ EXTERNSHIPS	<ul style="list-style-type: none">Community based projectsImbedded into the course curriculum	Education Profession students working at elementary schools. Example: Students spend time in an elementary classroom mentoring a child who may need more direct instruction
SCHOOL BASED ENTERPRISE	<ul style="list-style-type: none">Provides a service or productProceeds benefit CTSOs	School Store: The Mentor is a CTE teacher Example: Student is responsible for managing the school store. This may include inventory, ordering, scheduling, and day to day running of the store.

ENRICHMENT ACTIVITIES FOR WORK BASED LEARNING

Career fairs	Mock interviews
CTSO competitions	Resume workshops and seminars
Guest speakers from business & industry	Tours of business & industry

All Work Based Learning opportunities must follow all district, local, and state regulations, including any non-compete clauses.

INTERNSHIP PROGRAM
Application

STUDENT INFORMATION:

Name:		School:	
Home Phone:	Cell Phone:	Date of Birth:	
Home Address:		City & Zip:	
Email Address:			
Parent/Guardian Name:		Phone:	
Parent/Guardian Email Address:			

CTE COURSEWORK:

Program	# of Credits Earned	Teacher

I meet all requirements for an internship:

- | | |
|---|---|
| <input type="checkbox"/> Senior (Junior with special permission) | <input type="checkbox"/> Have transportation available (some internships may offer transportation. Check with Internship coordinator) |
| <input type="checkbox"/> Two or more credits in CTE program <i>or</i> 1 credit and concurrently enrolled in second CTE course | <input type="checkbox"/> Able to work 4 to 6 hours a week |
| <input type="checkbox"/> Completed necessary paperwork and recommendations | <input type="checkbox"/> Minimum 16 years of age |
| <input type="checkbox"/> Good performance in CTE class, passing grades in all other classes | <input type="checkbox"/> Attendance percentage of 90% or better
*extenuating circumstances, special permission may be granted by administration. |

Please answer the following questions:

1. Please list any relevant life experiences that have prepared you for this internship
2. How would a company benefit from bringing you on as an intern?
3. What are your expectations for the internship?

Where are you requesting to do an internship?

Company Name	Contact Person	Phone Number

*Not all internships are paid. I am willing to participate in the internship experience/program even if the internship is NOT paid.

Signature: _____ Date: _____

STUDENT – PARENT/GUARDIAN CONTRACT

Your child, *(Please Print Child's Name)*: _____ plans to engage in an after school and weekend internship activity to supplement her/his coursework in Career and Technical Education. In order for your child to participate, you need to agree to the following:

- Transportation must be provided by the student or by the parent(s). The student and the parent(s) assume all responsibility for the safety and welfare of the student while going to, or coming from, the job shadow or internship site. The State of Arizona requires all drivers to be licensed and covered by automobile insurance.
- Personal accident and liability insurance is the responsibility of the student and parents or guardians. Although not required for program participation, it is highly recommended students be covered by some form of accident or personal health insurance plan.
- Students may be placed in labs, clinic, offices, shops, etc., that could be potentially dangerous. By signing below, parent and student acknowledge this potential hazard and give their permission to proceed with the internship. Should an accident or injury occur as a result of the student's actions, neither the business/industry professional, nor the school district, will be held responsible for the injuries.
- Student and parent understand that the job internship opportunity will be terminated when the student is no longer enrolled in the corresponding Career and Technical Education course.
- Student and parent, business/industry professional or school district may terminate internship immediately for any reason without notice.
- It is the student's responsibility to drop the job credit if you are no longer working- otherwise I have no choice but to record an F for your grade.
- If you quit your job or are fired due to performance issues, you may receive an F.

Signature (Parent/Guardian): _____ Date: _____

Signature (Student): _____ Date: _____

COMPLETE BELOW IF STUDENT WILL BE DRIVING TO THE TRAINING SITE:

Driver's License Number:	Date Issued:	Expiration:
Vehicle Owner(s):		
License Plate Number:	Year/Make/Model:	
Insurance Company Name:	Policy Number:	

- When using a privately owned vehicle, the primary insurance coverage is the policy covering that specific vehicle.
- The minimum acceptable insurance coverage is \$100,000 or \$300,000 combined single limit.
- Vehicle owner acknowledges that there is liability insurance on the vehicle being driven, and will be responsible for any physical damages, repairs and maintenance, including gas, arising out of this program.

INTERNSHIP AGREEMENT
Student/Business Partner/Parent

Student Intern Name:			
Mailing Address:		Home Phone:	
City:	Zip Code:	Cell Phone:	
Date of Birth:	Age:	Student Email:	
Emergency Contact Name:		Relationship:	Phone:

Business Partner Company:	
Business Partner Mentor:	
Office Phone:	Cell Phone:
Email:	

For the Internship Program to be effective, it is mandatory that certain rules and regulations be followed. The student, his/her Parent/Guardian, the Internship Supervisor and the Business Partner must agree to fulfill the following responsibilities.

Student recognizes that the Internship experiences will contribute to his/her career objectives and agrees:

1. To complete 120 hours, 60 hours per semester, of work-based learning at the training site.
2. To accept responsibility for providing transportation to and from the training site.
3. To follow all rules and completes all responsibilities of this internship.
4. To understand that once a position is accepted, a commitment has been made to the Business Partner. It is expected that the student will be at the Business Partner's Company for the length of the Internship.
5. To agree to demonstrate courtesy, a cooperative attitude, appropriate dress, and a willingness to learn.
6. To understand that any breach of trust, professionalism, or ethical behavior (i.e. any evidence of dishonesty with money, merchandise, time or effort) may result in dismissal from the Internship Program and/or the training site.
7. To agree to communicate with the Business Partner Mentor and the Internship Supervisor at all times.
8. To understand that failure to comply with this agreement will result in termination of this internship **without credit**.
9. Student is responsible for **dropping the job credit** if you are no longer working, otherwise the student will receive an F.

The Parent/Guardian agrees:

1. To commit to support the Student Intern, Business Partner, and the Internship Program.
2. Transportation must be provided by the student or by the parent(s). The students and the parent(s) assume all responsibility for the safety and welfare of the student while going to, or coming from, the job shadow or internship site. The State of Arizona requires all drivers to be covered by automobile insurance.

The Business Partner agrees:

1. To work with the Student Intern to meet the goals of the Internship Training Agreement during the time period of that agreement, unless a serious situation arises or prior arrangements have been made.
2. To abide by Federal, State, and Local regulations regarding employment, job duties and the provisions of an equal opportunity employer.
3. To arrange for direct and close supervision of a qualified and experienced person at the training site.
4. To assist in the evaluation of the Student Intern.
5. To contact the Internship Supervisor if any problems should arise regarding the student. We ask that you work with all the parties involved to act in the best interest of those concerned.

Intern Supervisor agrees:

1. To ensure the enrollment of the student is in a state-approved Career and Technical Education Work Based Learning Program.
2. To work with the Intern and the Business Partner to create a relevant Training Plan.
3. To periodically observe the student at the internship location and to visit with the Business Partner in order to aid in the student's development.
4. To consult with the Business Partner in the evaluation of the student.
5. To maintain all documents.

By signing below each party agrees to the terms of this agreement and the rules, regulations, and provisions of the Internship Program. Failure to comply with this agreement, in whole or part, may result in the dismissal of the student from the program, disciplinary action, possible failure in the course and loss of credit.

Student Intern _____ Date _____

Parent/Guardian	Date
-----------------	------

Business Partner	Date
------------------	------

Intern Supervisor	Date
-------------------	------

EARLY CHILDHOOD EDUCATION



WORK BASED LEARNING



ECE 1- 1ST SEMESTER

During the first semester students will learn about human development, relationships, the history of how children were viewed and about prenatal development.



ECE 1- 2ND SEMESTER

Students learn how children grow physically, emotionally, intellectually and socially from the age of birth to five years old.



Early Childhood Level 2 & 3



Early Childhood Education Level 2 & 3 students create and teach preschool lesson plans. They are placed in groups of 4-5 and take turns teaching throughout the semester. During the beginning of the year, they also learn about the AZ Childcare Licensing regulations as well as classroom management.

ECE students are placed in groups and collaborate to create and implement lesson plans in our Little Hawks Preschool.

This is the schedule they follow to create and teach lessons

Little Hawks Preschool Planning Schedule

Planning	Theme	Letter	Implementing	Teams
	Summer		Aug 9-13	<u>Marcos</u>
	All About Me	Mm	Sept 7-10 (labor day monday)	1
September 7-10 (labor day monday)	Emotions	Ee	Sept 13-17	2
September 13 - 17	Bears (brown bear, going on a bear hunt)	Bb	Sept 20-24	3
September 20-24	Apples	Aa	Sept 27-Oct 1	4
September 27- Oct 1	Farm	Ff	Oct 4-8	1
	Fall Fun	Nn	Oct 11-15	2
	Pumpkins	Pp	Oct 18-22	3
	Halloween	Xx	Oct 25-29	4
	Community Helpers	Pp	Nov 1-5	1
	Community Helpers	Rr	Nov 8-12 (Veteran's Day)	2
	Thanksgiving	Tt	Nov 15-19	3
	Polar Express	Hh	Nov 23- Dec 3	4
	Gingerbread Man	Gg	Dec 6-10	1
	Christmas	Ww	Dec 13-17	2






Example of their lesson plans- each period teaches different subjects

Week of August 22-26

Letter of the week: D

Team teaching: Team 1

4th period Lesson Plans

	Monday *early release	Tuesday	Wednesday	Thursday	Friday
11:30-11:40 Letter of the Week	Teacher in charge: [Redacted] Letter Review - D Song: https://www.youtube.com/watch?v=NqntSJGu1t0 Teacher in Charge: [Redacted] Letter Activity: Brown letter d (like dirt), then glue flowers/plants on	Teacher in charge: [Redacted] Letter Review - Song: https://youtu.be/wf81uYjGR0ng Teacher in Charge: [Redacted] Letter Activity: Letter d dog activity (glue on eyes, nose, and spots)	Teacher in charge: [Redacted] Letter Review Song: https://www.youtube.com/watch?v=NqntSJGu1t0 Teacher in Charge: [Redacted] Letter Activity: 	Teacher in charge: [Redacted] Letter Review Song: https://www.youtube.com/watch?v=NqntSJGu1t0 Teacher in Charge: [Redacted] Letter Activity: Edible dirt	Teacher in charge: [Redacted] Letter Review Song: https://www.youtube.com/watch?v=NqntSJGu1t0 Teacher in Charge: [Redacted] Letter Activity: Edible dirt
11:40-11:50	Teacher in Charge: [Redacted] Fine Motor Skill Activity: 	Teacher in Charge: [Redacted] 	Teacher in Charge: [Redacted] Fine Motor Skill Activity: Make letter D out of playdough	Teacher in Charge: [Redacted] Fine Motor Skill Activity: 	Teacher in Charge: [Redacted] Fine Motor Skill Activity: 

Little Hawks Preschool



WELCOME!

Welcome to the Little Hawks Preschool, located on the campus of [Redacted] High School- 'Home of the Hawks'. We are an extension of the Career and Technical Education program offered by the Yuma Union High School District #70. As an Early Childhood Education class, we allow our outstanding high school students opportunities for hands-on work experience with preschool age children. [Redacted] High School is growing the next generation of early childhood educators and leaders. Our program provides creative childcare services in a fun, educational, safe and stimulating environment, we are committed to the growth of each child and believe our early childhood students will provide the best experience for your child's first years in education.



AZ EARLY LEARNING STANDARDS COVERED

- Science
- Mathematics
- Social/Emotional
- Language and Literacy
- Fine Arts
- Social Studies
- Physical Development, health and safety



SKILLS WE FOCUS ON

- positive learning skills
- large and small motor coordination
- problem solving skills
- independence
- respect for self and others
- intellectual curiosity about the world
- self-expression



Early Childhood Education Lab/WBL Handbook

In Early Childhood Education, work-based learning experiences are crucial components of preparing aspiring educators for their future careers. These experiences offer hands-on opportunities for students to apply theoretical knowledge in real-world settings, deepen their understanding of child development and teaching practices, and develop essential skills under the guidance of experienced mentors.

Here's a detailed explanation of what occurs in our work-based learning experiences for Marana Early Childhood Education programs, along with examples:

- ☐ **Observation and Participation:** Students observe experienced educators in action and gradually transition to actively participating in classroom activities. This allows them to learn effective teaching strategies, classroom management techniques, and how to engage with young children.
Example: An ECE student observes our Tiger Cub Learning Center preschool teacher leading a circle time activity, then gradually takes on responsibilities such as leading a small group discussion or facilitating an art project in that classroom.
- ☐ **Assistant Teaching:** As students gain confidence and skills, they may take on roles as assistant teachers under supervision. They support lead teachers in implementing curriculum, interacting with children, and maintaining a safe and nurturing environment.
Example: An ECE student assists a TCLC teacher in planning and executing a lesson on shapes by helping prepare materials, guiding children through activities, and providing individualized support as needed.
- ☐ **Lesson Planning and Implementation:** Students have the opportunity to design and implement their own lesson plans, applying principles of child development, curriculum frameworks (AZ ELS), and pedagogical theories. They receive feedback from mentor teachers to refine their teaching strategies.
Example: An ECE student creates a themed lesson plan on gardening for preschoolers, incorporating activities like planting seeds, observing plant growth, and discussing the importance of nature.
- ☐ **Reflective Practice:** Reflective practice is integral to work-based learning, where students critically analyze their experiences, identify strengths and areas for growth, and make connections between theory and practice.
Example: After co-teaching a music and movement session, a student reflects on what strategies were effective in engaging children, areas where they could improve, and how they can adapt their approach in future lessons using their lesson reflection worksheet.
- ☐ **Professional Development Opportunities:** Work-based learning experiences provide opportunities for students to engage in professional development activities such as attending workshops, conferences, and networking events within the early childhood education field.

Example: An ECE student attends a workshop on inclusive practices in early childhood education, learning strategies for supporting children with diverse abilities and backgrounds.
- ☐ **Feedback and Evaluation:** Students receive ongoing feedback and evaluation from mentors, supervisors, and peers to assess their progress, set goals, and track their development as future educators.
Example: A mentor observes a student leading a literacy activity and provides constructive feedback on their pacing, engagement strategies, and ways to differentiate instruction for varying skill levels using the lesson observation sheet.

Overall, work-based learning experiences in early childhood education programs combine practical application with reflective practice, mentorship, and professional development to prepare students for successful careers in teaching young children. These experiences not only build competence but also foster a deep commitment to lifelong learning and continuous improvement in the field of early childhood education.

Indicator 8c

In the Culinary Arts program, work-based learning experiences are crucial components that bridge the gap between classroom instruction and real-world culinary practices. These experiences are designed to provide students with hands-on opportunities to develop and refine their culinary skills while gaining exposure to the professional environment of the food industry. Here's a detailed explanation and examples of what occurs in work-based learning within the Culinary Arts program:

Industry Immersions:

- Culinary Arts programs may organize industry immersions, where students visit various culinary establishments to observe operations and interact with industry professionals.
 - These immersions expose students to different culinary environments, such as fine dining restaurants, bakeries, food trucks, and institutional kitchens.
 - Students may have the opportunity to tour facilities, participate in cooking demonstrations, and engage in Q&A sessions with chefs and kitchen staff.
- ### Culinary Competitions:
- Participation in culinary competitions provides students with the opportunity to showcase their skills, creativity, and teamwork in a competitive setting.
 - Students may compete individually or as part of a team in events such as cooking challenges, pastry competitions, or culinary arts festivals.
 - Competitions encourage students to push their boundaries, refine their techniques, and receive feedback from industry professionals.

Pop-Up Events and Collaborations:

- Culinary Arts programs may organize pop-up events or collaborations with local businesses, community organizations, or fellow students from other programs.
- These events allow students to gain experience in menu planning, food preparation, and customer service while working in a simulated restaurant environment.
- Students collaborate with peers and mentors to execute culinary concepts, manage operations, and deliver memorable dining experiences to patrons.

In summary, work-based learning experiences in the Culinary Arts program encompass a range of activities designed to immerse students in the realities of the food industry, cultivate their culinary skills, and prepare them for successful careers as professional chefs and culinary professionals. Through internships, apprenticeships, industry immersions, competitions, and collaborative events, students gain valuable practical experience, industry insights, and networking opportunities essential for their professional growth and development.

Indicator 8e



Work Based Learning Program Framework

Course Information

Program: Culinary	Jennifer Basandri & John Vance
Works Based Learning in the Tucson Unified School District provides students the opportunity to apply technical skills and knowledge learned in the CTE program associated with the workplace. Students will have the opportunity to complement their skills and training with experiences such as Internships, Health Care Clinicals, School Based Enterprises, Mock Business, Simulations, and Industry experiences.	

School Based Enterprise, Health Care Clinicals, Mock Business, Service Learning, Simulations, Industry Experiences	
WBL Opportunity: See below	Click or tap here to enter text.
Summary of Student Responsibilities: See below	

Application of Practical skills training is a firmly established part of a Career & Technical Education Work Based Learning. The programs' ability to offer training in a safe environment prior to real life application follows a structured teaching concept, which takes place under supervision and ideally creating an atmosphere that allows the repeated application of targeted skills.

Catering Operations: Planning and Execution

Learning Targets:

1. **Menu Planning:** I will be able to create a customized menu for a catering event based on client preferences, dietary restrictions, and event theme.
2. **Budgeting and Cost Analysis:** I will demonstrate the ability to develop a budget for a catering operation, including cost analysis of menu items and overall expenses.
3. **Customer Service:** I will implement strategies to provide exceptional customer service during a catering event, ensuring client satisfaction and positive interactions.
4. **Logistics Coordination:** I will coordinate logistical aspects of a catering operation, including food preparation, service delivery, and event setup.
 - **Menu Planning:**
 - Menu includes a variety of options to cater to different tastes and dietary needs.
 - Menu is reflective of the event theme and client preferences.
 - **Budgeting and Cost Analysis:**
 - Budget accurately reflects the cost of ingredients, supplies, and labor.
 - Cost analysis of menu items demonstrates consideration of profit margins and pricing strategies.
 - **Customer Service:**
 - Team members demonstrate professionalism and attentiveness in client interactions.
 - Client feedback indicates high satisfaction with the service provided.
 - **Logistics Coordination:**
 - Event setup is organized and efficient, with all necessary equipment and supplies readily available.
 - Food preparation and service follow a timeline to ensure timely delivery to guests.

Assessment:

Students will be assessed based on their ability to meet the success criteria outlined for each learning target. Assessment will be ongoing throughout the planning and execution of the catering event, with specific feedback provided to help students improve in each area.

Materials Needed:

- Food ingredients and supplies for the catering event
- Budget worksheets for cost analysis
- Customer service guidelines and scripts
- Event timeline and logistics checklist

Standards Addressed:

- Culinary Arts AZ Department of ED CTE Standards:
 - 11.0 Perform dining and beverage catering operations in a school-based enterprise.
 - 11.1 Demonstrate the general rules of table setting and dining room layout
 - 11.2 Identify traditional and contemporary positions in food service
 - 11.3 Practice professionalism and techniques in support of good customer relations

- 11.4 Demonstrate cash handling procedures for processing guest checks, including point of sale systems (POS)
- 11.5 Practice sales techniques for service personnel, including menu knowledge, suggestive selling, and special requests
- 11.6 Demonstrate fundamentals of acceptable dining etiquette
- 11.7 Perform side work for opening and closing food service shifts
- 11.8 Identify various styles of service (e.g., buffet, fast casual, formal casual, and family)

Location- Lab/Kitchen/Catalina Cafeteria

1. Catered 300 people for Honors Dinner 2/20/2024 4 hours 20 students

- 5 classes prepped 3 (50-minute) classes and 1 (90-minute) class 61 students total throughout one week.
- Day 1-4 Prepped Lasagna, Caesar salad, Focaccia Bread, and Panna Cotta (240 hours)
- Day 5- Set up the dining room, firing the entree and bread, and plating (salad, bread, and lasagna). Students served the dinner, bussed the tables, and cleaned the kitchen at the end of the night. (4 hours)

Year-end summary- All 61 advanced students participated in a catered event. They successfully prepped for a plated dinner of 300 people Unit 6 (hot foods) and unit 9 (catering and banquets)

2. Catered for 250 people for Skills USA Competition during Lunch 2/8/2024 4 hours 20 students 5 classes prepped 3 (50-minute) classes and 1 (90-minute) class 61 students total throughout one week.

- Day 1-4 Prepped Chicken, cookies, potato salad, and LTO set ups (240 hours)
- Day 5- Preparing boxed lunches using an assembly line production method. Firing the chicken, assembling the sandwiches, finishing the boxes with all components, and serving the boxes to the customers. Students then broke down the kitchen and cleaned up.

Year-end summary- All 61 advanced students participated in a catered event. They successfully prepped for a plated dinner of 300 people Unit 6 (hot foods) and unit 9 (catering and banquets)


3. Produced and sold 30 boxes chocolate covered strawberries for Valentine's Day Student Fundraiser. FCCLA and FBLA collaboration project.

- 6 students from FCCLA FEAST team collaborated with 4 students in FBLA team to advertise and sell Strawberry grams for Valentine's Day. 6 students spent 2 conference periods (80 minutes discussing dates, prices, duties, and design of the final product). FCCLA students produced the strawberries during the conference period before Valentine's Day and 2nd period Valentine's Day (130 minutes) and passed out grams.

Indicator 9 Examples


Indicator 9a

This example is of the Performance Measures Results by District Level of Performance (DLP) report. This report can be found in the CTE Data Portal.

 2019 Arizona Performance Measures Results PM Results by District (DLP) CTD: 0000000 District: District School: All Schools within the District			
Measure 1S1 Academic Reading Attainment		90% of SALP	
N. Number of concentrators who meet or exceed all the reading standards measured on a State Reading Assessment test and left secondary education in the reporting year	21	Local Performance:	26.25%
D. Number of concentrators who took a State Reading Assessment test and left secondary education in the reporting year	80	State Performance:	26.55%
		Meet State Level of Performance?	N
Measure 1S2 Academic Math Attainment			
N. Number of concentrators who meet or exceed all the mathematics standards measured on a State Math Assessment test and left secondary education in the reporting year	28	Local Performance:	36.36%
D. Number of concentrators who took a State Math Assessment test and left secondary education in the reporting year	77	State Performance:	25.2%
		Meet State Level of Performance?	Y
Measure 2S1 Technical Skill Attainment			
N. Number of concentrators who completed the course sequence, took and passed the assessment	45	Local Performance:	76.27%
D. Number of concentrators who completed the course sequence, took the assessment and left school	59	State Performance:	75.6%
		Meet State Level of Performance?	Y
Measure 3S1 Secondary Completion			
N. Number of concentrators in cohort year 2019 who graduated or obtained a GED	77	Local Performance:	97.47%
D. Number of concentrators in cohort year 2019 who left school	79	State Performance:	83.475%
		Meet State Level of Performance?	Y
Measure 4S1 Graduation			
N. Number of concentrators in cohort year 2019 who graduated	77	Local Performance:	97.47%
D. Number of concentrators in cohort year 2019 who left school	79	State Performance:	82.575%
		Meet State Level of Performance?	Y
Measure 5S1 Placement			
N. Number of 2018 concentrators who graduated and were placed	39	Local Performance:	46.99%
D. Number of 2018 concentrators who graduated	83	State Performance:	68.4%
		Meet State Level of Performance?	N
Measure 6S1 Nontraditional Participation			
N. Number of nontraditional gender participants in a nontraditional program	129	Local Performance:	44.64%
D. Number of participants in a nontraditional program	289	State Performance:	32.4%
		Meet State Level of Performance?	Y
Measure 6S2 Nontraditional Completion			
N. Number of nontraditional gender concentrators who completed course sequence, took and passed the assessment in nontraditional program	12	Local Performance:	80%
D. Number of nontraditional gender CTE concentrators who completed the course sequence then took the technical skills assessment in a nontraditional program and left secondary education in the reporting year.	15	State Performance:	74.7%
		Meet State Level of Performance?	Y
N = Formula Numerator D = Formula Denominator (NT-M) or (NT-F) = Nontraditional for Males or Nontraditional for Females Note: Program has no nontraditional classification if this abbreviation does not appear. (POS) = Identified as a Program of Study Program		Date: 2/24/2021 Page 1 of 1	

Indicator 9c

This is an example performance measure by school, by program report. This can be found in the CTE Data Portal.

 2019 Arizona Performance Measures Results PM Results by School by Program	
CTDS: 00000000	District: District Name
School: High School Name	Program Name: Sports Medicine and Rehabilitation (51.0800.50) (NT-M)
Measure 1S1 Academic Reading Attainment	
90% of SALP	
N. Number of concentrators who meet or exceed all the reading standards measured on a State Reading Assessment test and left secondary education in the reporting year	5 Local Performance: 31.25% 31.25%
D. Number of concentrators who took a State Reading Assessment test and left secondary education in the reporting year	16 State Performance: 29.5% 26.55%
Meet State Level of Performance? Y Y	
Measure 1S2 Academic Math Attainment	
N. Number of concentrators who meet or exceed all the mathematics standards measured on a State Math Assessment test and left secondary education in the reporting year	8 Local Performance: 50% 50%
D. Number of concentrators who took a State Math Assessment test and left secondary education in the reporting year	16 State Performance: 28% 25.2%
Meet State Level of Performance? Y Y	
Measure 2S1 Technical Skill Attainment	
N. Number of concentrators who completed the course sequence, took and passed the assessment	13 Local Performance: 86.67% 86.67%
D. Number of concentrators who completed the course sequence, took the assessment and left school	15 State Performance: 84% 75.6%
Meet State Level of Performance? Y Y	
Measure 3S1 Secondary Completion	
N. Number of concentrators in cohort year 2019 who graduated or obtained a GED	16 Local Performance: 100% 100%
D. Number of concentrators in cohort year 2019 who left school	16 State Performance: 92.75% 83.475%
Meet State Level of Performance? Y Y	
Measure 4S1 Graduation	
N. Number of concentrators in cohort year 2019 who graduated	16 Local Performance: 100% 100%
D. Number of concentrators in cohort year 2019 who left school	16 State Performance: 91.75% 82.575%
Meet State Level of Performance? Y Y	
Measure 5S1 Placement	
N. Number of 2018 concentrators who graduated and were placed	6 Local Performance: 100% 100%
D. Number of 2018 concentrators who graduated	6 State Performance: 76% 68.4%
Meet State Level of Performance? Y Y	
Measure 6S1 Nontraditional Participation	
N. Number of nontraditional gender participants in a nontraditional program	31 Local Performance: 44.93% 44.93%
D. Number of participants in a nontraditional program	69 State Performance: 36% 32.4%
Meet State Level of Performance? Y Y	
Measure 6S2 Nontraditional Completion	
N. Number of nontraditional gender concentrators who completed course sequence, took and passed the assessment in nontraditional program	4 Local Performance: 100% 100%
D. Number of nontraditional gender CTE concentrators who completed the course sequence then took the technical skills assessment in a nontraditional program and left secondary education in the reporting year.	4 State Performance: 83% 74.7%
Meet State Level of Performance? Y Y	

N = Formula Numerator D = Formula Denominator
 (NT-M) or (NT-F) = Nontraditional for Males or Nontraditional for Females
 Note: Program has no nontraditional classification if this abbreviation does not appear.
 (POS) = Identified as a Program of Study Program

Date: 2/24/2021
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TSA Narrative 2023-24

Teacher Name: _____ Site: _____

Program: _____ Years at Site: _____

Technical Standards updated: _____

Find the Technical Standards and Student Assessment Results Report for your Program in your folder.

- 1. Look at the Statewide Performance Results for the following years. List your program's Average Assessment Score for each year.**

Average Assessment Score 22-23: _____ Average State Assessment Score: _____

Average Assessment Score 21-22: _____ Average State Assessment Score: _____

Average Assessment Score 20-21: _____ Average State Assessment Score: _____

1a. Were your students above, at, or below the state average?

1b. What trend do you see over the past three years with the Average Assessment Score?

1c. What are some reasons that contribute to the decline or increase? We already know that Covid played a significant role in 20-21, what would be some other contributing factors.

- 2. Look at the Student Assessment Results Report for each of the following years.**

Standard with the **highest** Percent of Correct Responses (PCR)

22-23: Standard _____ PCR _____ % Operational Items _____

21-22: Standard _____ PCR _____ % Operational Items _____

20-21: Standard _____ PCR _____ % Operational Items _____

Standard with the **lowest** Percent of Correct Responses (PCR)

22-23: Standard _____ PCR _____ % Operational Items _____

21-22: Standard _____ PCR _____ % Operational Items _____

20-21: Standard _____ PCR _____ % Operational Items _____

TSA Narrative 2023-24

Standard with the **highest** % of Operational Items

22-23: % Operational Items _____	Standard _____	PCR _____
21-22: % Operational Items _____	Standard _____	PCR _____
20-21: % Operational Items _____	Standard _____	PCR _____

Standard with the **lowest** % of Operational Items

22-23: % Operational Items _____	Standard _____	PCR _____
21-22: % Operational Items _____	Standard _____	PCR _____
20-21: % Operational Items _____	Standard _____	PCR _____

2a. While the % of Operational Items per standard may fluctuate from year to year, which standard(s) would have the greatest impact on your program's TSA scores?

2b. What relationship do you see between the Operational Items and the Percent of Correct Responses?

2c. What standard did you focus on last school year? Was it successful? Why?

- 3. Look at your Scope & Sequence for each year of your program. Locate the standard(s) you identified for question #2a. Is that standard(s) emphasized in all years of your program?**

What changes could be made to ensure this standard(s) is covered in all years of your program?

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4. What curricular materials, resources, and strategies did you use to teach that standard(s)? (Use specific examples)
5. What assessments did you use to ensure mastery of that standard(s)? What did you do for re-teaching? (Use specific examples)
6. Take a look at the standard(s) with the highest % of Correct Responses, what connection can you make to your curriculum?
 - 6a. What do you attribute to this success? What curricular materials, resources, and strategies did you use?
7. Now that you have identified the standard(s) and curricular resources with the highest % of Correct Responses, what successful strategies can be applied to the lowest % of Correct Responses.

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8. In conversation with your Program PLC Partners, what insight do you have about the standards, your curriculum, and the TSA?

What projects, assignments, assessments, or engagement activities spark ideas for your curriculum?

9. Which standard(s) needs more focus? Why?

10. How can you motivate students to do well on the TSA?