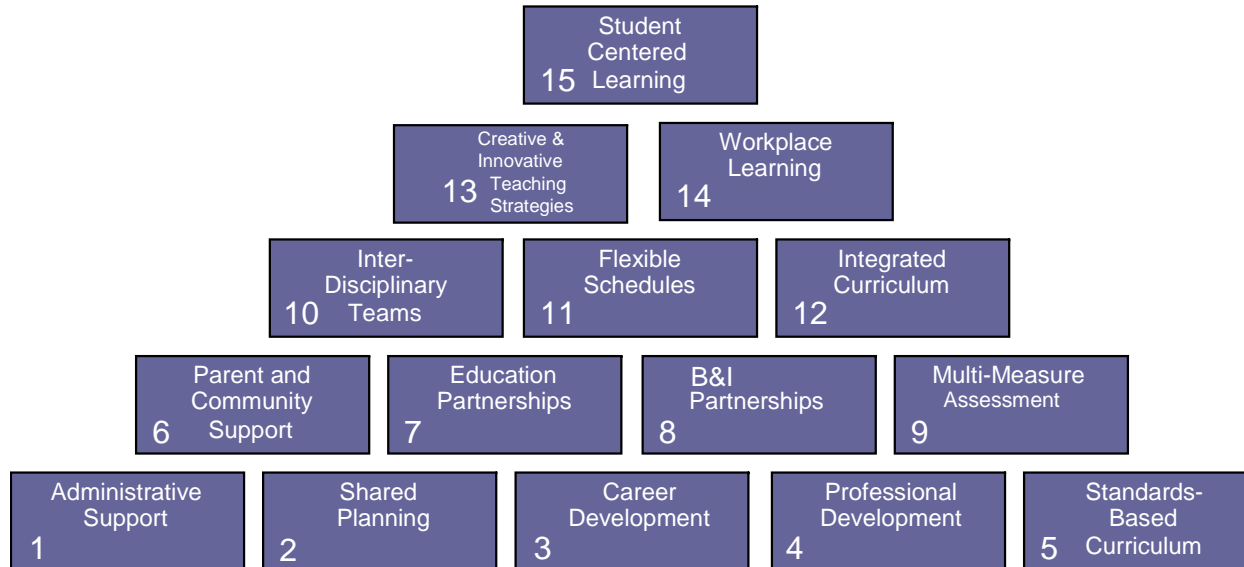


CAREER CLUSTERS: 15 CRITICAL COMPONENTS FOR IMPLEMENTATION



CRITICAL COMPONENT DESCRIPTIONS:

In the following table, each critical component for implementation is listed in the green section along with a brief description. Under each green section, there are three white sections describing the characteristics of each level of implementation (Level 3: Excellent, Level 2: In Progress, Level 1: No Progress).

<p><u>LEVEL 3: EXCELLENT</u> Our team could provide leadership for others for this Critical Component.</p>	<p><u>LEVEL 2: IN PROGRESS</u> Our team is making good progress. We still have a way to go.</p>	<p><u>LEVEL 1: NO PROGRESS</u> Our team is just getting started on this Critical Component and have not yet made any measurable progress</p>
<p><i>Critical Component #1: Administrative Support:</i> The superintendent, principal, & school board members are informed and understand the concept of the career emphasis/focus (cluster) process and its components.</p>		
<p>The superintendent, principal and school board members support the concept of the career emphasis/focus (cluster) process and components. They provide scheduled chunks of time for the cluster team (administration, teaching faculty, industry and education partners, and career counseling staff) to meet together, offer professional development opportunities for the cluster team, and encourage student participation and parent and community support.</p>	<p>The superintendent, principal and school board members are informed of the career cluster. They think it is a good idea but do not spend time with the cluster team or have a clear perception of the process or components.</p>	<p>The superintendent and principal are not particularly in favor of the career cluster and the faculty members are on their own to try to figure out how to implement the program. The school board knows little about the career cluster and does not see its' value since it is not an academic program.</p>

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<p align="center"><i>Critical Component #2: Shared Planning Time:</i> The teaching team has a schedule that allows for weekly, shared program planning, curriculum design, and other career cluster-related activities.</p>		
<p>The entire cluster team has regularly scheduled time for program planning and curriculum design. They have the equivalent of at least one full day each month to work together, compare student progress and curriculum effectiveness.</p>	<p>The teaching team has a schedule that allows for weekly, shared program planning, curriculum design and other career cluster related activities.</p>	<p>Teaching teams are not acknowledged and must try to do planning and other preparation during lunch, before or after school.</p>
<p align="center"><i>Critical Component #3: Career Development:</i> Parents are included in the career planning sessions to increase ownership of career-education plan.</p>		
<p>Each student in the career cluster has a scheduled meeting with a career counselor or other trained advisor at least on two occasions each school year to develop and revise as necessary an individual career-education plan. Parents are included in the career planning sessions. Students base their career plan on a number of career awareness and exploration experiences.</p>	<p>Students in the career cluster develop their own career-education plan based on several career awareness and exploration experiences. They may have the opportunity to meet with the career counselor or other trained advisor once each school year.</p>	<p>Students do not have a career-education plan. They only see a counselor if they are having problems in school or wish to change a class.</p>
<p align="center"><i>Critical Component #4: Professional Development:</i> All members of the cluster team will attend professional development activities related to one or more of the 15 critical components to successfully implement the program.</p>		
<p>The entire cluster team jointly participates in professional development activities that help build their knowledge, skills and abilities in the selected career cluster and the application to teaching methodology.</p>	<p>The teaching team is provided resources and release time to attend at least one professional development activity each year.</p>	<p>Release time for professional development is not made available for other than school related in-service sessions.</p>

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<p align="center"><i>Critical Component #5: Standards-Based Curriculum:</i> Curriculum is designed to include both the career cluster foundation standards and appropriate academic standards. Curriculum enhances & reinforces academic content and, as a result, improves both career content and academic achievement.</p>		
<p>Curriculum is designed to include both the career cluster foundation standards and appropriate academic standards. Curriculum enhances and reinforces academic content and as a result improves both career cluster and academic achievement.</p>	<p>Curriculum is focused on academic content. Little attention is paid to the career cluster foundation standards.</p>	<p>Traditional curriculum is offered. It may not be standards based.</p>
<p align="center"><i>Critical Component #6: Parent and Community Support:</i> Parents/guardians are informed of the program content, participate in the career decision-making process, and support the program in various settings. Community groups offer program support through sponsorships and marketing. They assist with identifying workplace learning sites and building industry partnerships.</p>		
<p>Parents/guardians are informed of the program content, participate in the career decision-making process and support the program in various settings. Community groups offer program support through sponsorships and marketing. They assist with identifying workplace learning sites and building industry partnerships.</p>	<p>Parents/guardians and community groups receive notification of the selected career cluster. They are invited to participate.</p>	<p>Parents/guardians and community groups are not actively involved in the career cluster. They receive responses as requested</p>
<p align="center"><i>Critical Component #7: Education Partnerships:</i> Educational partnerships will be formalized within the region to establish an articulated continuum of learning for the career cluster program.</p>		
<p>Elementary school, middle school, high school, vocational-technical school, college, university, and adult skill center faculty are included in the career cluster team to assure a learning continuum. Partnerships are formalized, interdisciplinary and sequential across levels of education.</p>	<p>Partnerships are formal or informal and may be limited to specific teaching faculty and courses.</p>	<p>Education partnerships have not been developed.</p>

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<p align="center"><i>Critical Component #8: Business and Industry Partnerships:</i> Industry partners are representative of the entire spectrum of the career cluster delivery represented in the community.</p>		
<p>The partners are fully engaged as cluster team members. They are representative of the entire career cluster. The representatives participate in planning, development and assist in classroom and workplace implementation and support.</p>	<p>Industry partnerships are limited to individual classroom participation based on one to one relationships.</p>	<p>Industry Partnerships have not been developed.</p>
<p align="center"><i>Critical Component #9: Multi-Measure Assessment:</i> Assessment includes both cumulative and on-demand measures and meets criteria for multiple disciplines.</p>		
<p>Assessment includes both cumulative (projects, research papers, portfolios, workplace learning or community service) and on-demand (multiple choice, presentation, demonstration, scenario response) measures and meets the criteria for several disciplines.</p>	<p>Assessment is limited to on-demand modalities or a single cumulative modality and only measures content for one discipline.</p>	<p>Assessment is traditional, e.g., multiple choice, matching, essay and true-false items.</p>
<p align="center"><i>Component #10: Interdisciplinary Teams:</i> The cluster team works collaboratively to offer the curriculum in an interdisciplinary approach. The content is typically designed around a common theme or project with a culminating activity, product, or service, as a result of the instruction.</p>		
<p>The cluster teams work collaboratively to offer the curriculum in an interdisciplinary approach. The content is typically designed around a common theme or project with a culminating activity, product or service as a result of the instruction.</p>	<p>Teachers from two disciplines work together to connect content around a common theme or project.</p>	<p>Teachers work independently in single disciplines. Content is not connected.</p>

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<p align="center"><i>Critical Component #11: Flexible Schedules:</i> School schedules are flexible and allow for interdisciplinary team-managed blocks of time, as needed, for projects, labs, and other action-based activities.</p>		
<p>School schedules are flexible and allow for interdisciplinary team managed blocks of time as needed for projects, labs and other action-based activities.</p>	<p>Blocks of time are assigned to particular disciplines.</p>	<p>The school schedule is organized in traditional blocks of time.</p>
<p align="center"><i>Critical Component #12: Integrated Curriculum:</i> The curriculum is developed and taught by the cluster team. The content is multidisciplinary and based on academic and career cluster foundation standards and taught the context of the industry. Career cluster content is strengthened by the integration of academic concepts.</p>		
<p>The curriculum is developed and taught by the cluster team. The content is multidisciplinary and based on academic & career cluster foundation standards and taught within the context of the selected career cluster industry. Career cluster content is strengthened by the integration of academic concepts.</p>	<p>The curriculum is enhanced, expanded or reinforced through collaboration between an academic and a health science teacher.</p>	<p>Integration is unilaterally determined by the teacher.</p>
<p align="center"><i>Critical Component #13: Creative and Innovative Teaching Strategies:</i> Team building, critical thinking and problem-solving activities are incorporated into the program. All content is reinforced through application and practice.</p>		
<p>Team building, critical thinking and problem solving activities are incorporated into the program. All content is reinforced through application and practice.</p>	<p>Instruction is limited to use of applications to reinforce the content.</p>	<p>The content is taught in traditional lecture, read and test mode.</p>

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<p align="center"><i>Critical Component #14: Workplace Learning:</i> All students participate in workplace learning experiences that are in alignment with their career goals.</p>		
<p>All students participate in one or more workplace learning experiences consistent with their career goals. The workplace learning is directly related to and consistent with the classroom instruction.</p>	<p>Each student has limited job shadow experience opportunities. The experience is related to the students' career goals.</p>	<p>Workplace learning is not a part of the program.</p>
<p align="center"><i>Critical Component #15: Student-Centered Learning:</i> Students are involved in the design and development of their coursework, based on their interests, career goals, and consistent with the standards to be met.</p>		
<p>Students are involved in the design and development of their coursework based on their interests, career goals and consistent with the standard(s) to be met.</p>	<p>Students are provided with an outline of the course with expected outcomes. They are given a list of project topics from which to make a selection.</p>	<p>Curriculum is offered in a traditional mode with teachers presenting the information.</p>