Somerset County Technology Center

Curriculum Plan

2015-2019

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# SCTC Curriculum Plan for 2015-2019

## What is Curriculum?

Curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet. At a minimum, curriculum includes the following items:

* units and lessons that teachers teach
* assignments and projects given to students
* books, materials, videos, presentations, and readings used in a course
* tests, assessments, and other methods used to evaluate student learning

An individual teacher’s curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course.

## Program of Study (POS) or Tech Prep?

All programs except Forestry and Cosmetology have a Program of Study (POS) provided by the Pennsylvania Department of Education (PDE). Forestry and Cosmetology are approved Tech Prep programs because there is not a POS for these programs and there are current articulation agreements with post-secondary institutions for both programs. A program without articulations agreements is considered an occupational program, which PDE no longer approves.

## Curriculum Overview

The curriculum overview (table below) provides a complete reference to the required curriculum pieces at SCTC. The overview includes a brief description of each curriculum piece, responsible person, time frame for updates, location of the electronic copies, etc.

| **Curriculum Piece** | **Description** | **Located** | **Updated** | **Responsible Person** | **Example** |
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| Program Approval (CATS) | Program approval occurs through PDE's website. This approval is required before a program can be offered and is directly connected to program reimbursement. This document is an integral part of the Approved Program Evaluation that occurs once every three years. | PDE Website | Yearly | Instructor & Administration | Appendix A |
| Curriculum Document | This document is a very thorough, well-written curriculum matrix designed to facilitate rigorous teaching and learning. POS must be accounted for first, and mapped out on your scope and sequence. When completed, value added tasks, i.e., those in addition to the POS, can be included. This document provides all details of the program's curriculum and instruction. | Y Drive | Continually | Instructor | Appendix B |
| POS/Task List | The Program of Study (POS) is developed by PDE and is used in Classmate to track student progress. PDE requires that student progress is tracked on this document. PDE updates the POS on a three-year rotation. | Classmate | PDE 3-Year Cycle | Instructor and Administration | Appendix C |
| Guide Sheets | These documents are created from the curriculum document and are provided to students as a guide for learning. They do not need to be updated individually. | Y Drive | As Needed | Special Projects Coordinator | Appendix D |
| Career Pathway | A guide for interested and current students that outlines the program, opportunities for industry certifications, articulated credit options, etc. | Y Drive & Website | Yearly | Instructor, Special Projects Coordinator, Guidance Counselor | Appendix E |
| Syllabus | A guide for students that provides an overview of the program by units, grading periods or school years.  | Y Drive | As Needed | Instructor | Appendix F |
| Lesson Planning | Teachers must create weekly plans that reflect literacy, numeracy, and instructional strategies that promote rigorous and attainable learning objectives for all students. In addition to the written plan, instructors need to have daily schedule/objectives posted in the classroom to promote a culture for learning. | Instructor's Computer | Weekly | Administration | Appendix G |
| Grading Plans | Grading plans are required for student use and to track student progress on assessments. This assists students maintain accountability for their grades. | Y Drive | Every 9 Weeks | Instructor | Appendix H |
| Grading Policy | The grading policy is located in the student handbook and provided to all students. The Classmate gradebook is set up to follow the policy.  | Y Drive | Yearly | Administration & Curriculum Committee | Appendix I |
| Employability Rubric | A document to track employability skills which comprise 20% of a student's grade.  | Y Drive | Yearly | Curriculum Committee | Appendix J |

# Appendix A – CATS Examples

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| **PENNSYLVANIA DEPARTMENT OF EDUCATION** |

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| **CAREER AND TECHNICAL EDUCATION INFORMATION SYSTEM** |

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| **SECONDARY PROGRAM PROFILE** |

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| **DATE : 1/14/2016** |

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| **FOR SCHOOL YEAR 2015-2016** |

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| **School Number** |

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| **School Name, Address and Phone** |

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| 6660 |

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| Somerset County Technology Center, 281 Technology Drive Somerset, PA 15501-4309 Phone: (814) 443-3651 |

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| **CIP Code** | **Status** | **Date Submitted** |
| 12.0508 Institutional Food Workers | Approved | 7/28/2011 |
| **CIP Cluster** | **Program Type** | **Date Approved** |
| Hospitality & Tourism | Program of Study | 8/18/2011 |
| **Program Area** | **Registered Apprenticeship** | **Start School Year** |
| Occupational Home Economics Education | No | 2011-2012 |

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| **Program Information:** |

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| **High Priority Occupations / Labor Market Data / Occupational Advisory Committee** |

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| Culinary/Institutional Food Workers is on the Southern Alleghenies Regional High Priority Occupation List in Pennsylvania. This program will provide at least two letters of support from local employers who agree that the program prepares graduates to be qualified employees and the program meets their needs, as well as the needs of the community. It is part of the Federal Hospitality & Tourism Career Cluster. Students completing the POS for Institutional Food Workers (CIP 12.0508) will be able to find work in the following occupations: SOC 35-1012 Supervisors - Food Preparation & Serving Workers. The Occupational Advisory Committee for this program meets twice a year with most recent meeting held April 26, 2011. The members are as follows: Mark Miller, Pine Grill, Owner; Eric Bittner, Pizza Hut, Owner; Jessica Vought, Hoss's Steak & Sea House, Manager; Glenn Kemp, Seven Springs, Sous Chef; Clinton Yoder, Seven Springs, Chef de Garde Manger; Joseph Weems, Executive Chef, Seven Springs; Susan Kroft, Green Gables, Executive Chef; Teresa Marafino, Green Gables, Owner; Jeff Rector, former student; Breanna Boyer, former student. |

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| **Occupational Analysis Data / Student Technical Competencies:** |

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| This program offers the curriculum framework as prescribed by the Program of Study of this CIP code. The Occupational Advisory Committee approved the task list for the Program of Study. Also, the O\*Net (online) provided information regarding job tasks as well as other information such as employment trends and aptitudes and abilities used in addition to the POS to create the curriculum documents for this program. Student competencies or units of study in addition to the POS include Push-in Math which addresses both program specific and PSSA math concepts. MAX reading and writing teaching strategies are used throughout the program along with reading prompts to prepare students for the Reading PSSA. Students complete the Professional Development Program (soft skills) competencies based on the program from SkillsUSA. Topics in the PDP program include but are not limited to Introduction to SkillsUSA, Self Motivation and Short Term Goals, Cultural Diversity, Effective Communication, Developing a Positive Image, Completing a Job Application, Personal Finance, Conflict Resolution, Ethical and Non-Ethical Workplace Attitudes, Defining the Customer, Interviewing Skills, Career Planning, Promoting Your Skills, and Cooperative Education. Every student completes a portfolio which includes a resume among other items (pictures, descriptions of projects, awards, etc.) suitable for presenting to a perspective employer. |

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| **Accountability Targets:** |

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| SCTC met two of the six accountability targets for 2009-10. They were 2S1, Technical Skill attainment and 4S1, Graduation Rate. SCTC did not meet 1S1, 1S2, 3S1, 5S1, 6S1, and 6S2. This particular program met targets for 2S1 (72.73%), 3S1 (91.67%), 4S1 (100%), and 5S1 (100%). Upon successful completion of the POS scope and sequence, students will possess the academic and technical skills to gain entry-level employment in the Culinary Arts field or to pursue post-secondary training. They are guaranteed admission to those post-secondary institutions that have signed Tech Prep articulation agreements in Culinary Arts. Students completing the Culinary Arts Program are expected to pass the Commercial Foods NOCTI assessment, test number 3020, at the competent or advanced level. Also, students are expected to pass the PSSAs at the proficient or advanced level. Additionally, students may earn there ServSafe certification from the US Department of Agriculture. |

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| **Equipment and Technology:** |

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| The Culinary Arts POS uses industry standard equipment, including but not limited to, a Dish Machine; Waster Disposal; 9 Commercial Mixers (3 sizes); Gravity Feed Slicer; Food Chopper; 2 Food Processors; 2 Gas Deep Fat Fryers with Dump Station; Food Steamer; 2 Steam Jacketed Kettles; 2 Steam Tables; 1 Salad Bar; 1 Gas Range with 6 Burners, a Griddle, and 2 Ovens; 3 Convection Ovens; Microwave Oven; Commercial Rotary Toaster; 2 Commercial Coffee Makers; Commercial Blender; Commercial Quality Immersion Blender; Alto Shaam(Double Stack); 5 Stainless Work Tables; Commercial Meat Band Saw; Proofer/Holding Cabinet; Walk-in Freezer & Cooler; 3 Reach-in Refrigerators & Freezers; Ice Machine; 2 Bakery Case; Cash Register; Tables & Chairs in Restaurant to seat 42; and 2 Booths for Customer Seating. The students have access to the following resources: Culinary Techniques Text & Workbooks 1 & 2, Culinary Concepts Text & Workbook, ServSafe Coursebook, On Cooking, and Culinary Essentials. The following videos are used for instruction: Basic Kitchen Safety, Prochef Recipe Software, On Cooking, and Professional Cooking. |

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| **Number of Prospective Students:** |

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| 40 |

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| **Support Services:** |

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| Somerset County Technology Center (SCTC) offers a variety of support services for the students. A guidance counselor is available for counseling issues, guidance in selecting a post-secondary institution, career choices, and for assisting with meeting the Career, Education, and Work Standards. Also, employed is a Workforce Preparation Coordinator that oversees job shadowing, cooperative education, internships, and the annual job fair. The Integration Specialist is responsible for the Push-in Math program and the Shop Facilitator works with each student with completing a professional portfolio. SCTC has eight paraprofessionals on staff that assist with the day-to-day classroom activities, including but not limited to special needs support. A Resource Center containing 24 computers is overseen by a paraprofessional who assists students with assignments, reads tests, provides technical support, and assists with student projects. All IEP planning meetings are attended by SCTC instructors by speaker phone or video conference. Additionally, written input is provided to the IEP team. SCTC has a school-wide grading policy that requires instructors to provide a Grading Plan and Progress Report for each student every marking period. When a students' grade is lower than a "C" the Guidance Counselor meets with that student to develop an intervention plan. When in 9th grade potential students complete a career interest inventory, tour programs of interest, and are invited to Open House. Once a student applies and is accepted to a SCTC program they are invited to a New Student Orientation. SCTC instructors participate in the IEP planning meetings for all incoming special needs students. |

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| **Career & Technical Student Organizations:** |

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| Culinary Arts students have the opportunity to join SADD, BotsIQ, and Skills USA. SCTC had 53 student members in Skills USA during the 2010-11 school year, three members were enrolled in Culinary Arts. SkillsUSA members have the opportunity to attend the leadership activities, participate in community service projects, and competitions. |

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| **Advisory Committees** |

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| SCTC administration and staff receive advice from a variety of committees. The SCTC Local Advisory Committee (LAC) meets semi-annually in the fall and spring. The LAC is also the Perkins Participatory Planning Committee; therefore, it has a membership that includes representatives from secondary and post-secondary education, business and industry, community organizations, Intermediate Unit 08, the Workforce Investment Board, Youth Council, Career Link, and other groups. The LAC provides essential guidance in a variety of areas such as grant planning (Perkins and otherwise), Strategic Planning, Middles States compliance and reporting, community involvement, and program development. The Professional Advisory Committee (PAC), a committee of superintendents from the sending schools, meets monthly and provides guidance in any area that affects the school. Typical agenda topics are hiring, budgeting, construction and repairs, program development, grants, legislative actions, policy, and compliance. In addition to the PAC, the county principals’ group meets monthly at SCTC and, among other business, advises SCTC on school issues involving students, policies, activities, programs, guidance, and law. Also, the school guidance counselors meet monthly and provide information, feedback and advice and guidance-related issues. The sending schools advise SCTC not only through these collegial groups, but also through their Board representatives who serve on the SCTC Joint Operating Committee and advise in all aspects of the school operation and development. In addition, SCTC many instructors belong to professional groups (local, state and national) that meet at least annually, act in an advisory capacity to the instructors, and encourage networking and sharing of best practices and curriculum. |

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| **Sponsor Information:** |

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| **Sponsor Number** | **Sponsor Name** |

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| **Student Industry Certifications:** |

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| **Industry Certification** | **Certification Provider** |
| ServSafe/Manager Food Safety certification | National Restaurant Association |

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| **Teacher Industry Certifications:** |

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| **Industry Certification** | **Certification Provider** |
| ServSafe/Manager Food Safety certification | National Restaurant Association |

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| **CAREER AND TECHNICAL EDUCATION INFORMATION SYSTEM** |

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| **PENNSYLVANIA DEPARTMENT OF EDUCATION** |

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| **SCOPE AND SEQUENCE**  |

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|  **FOR SCHOOL YEAR 2015-2016** |

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| **DATE : 1/14/2016** |

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| **Articulation Agreement between** |

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| **and** |

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| Statewide Articulation Agreement |

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| Somerset County Technology Center |

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| **Secondary School Name :**  |

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| Somerset County Technology Center |

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| **AUN:** |

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| 108567807 |

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| **CIP Code Number and Title :** |

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| 12.0508 Institutional Food Workers |

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| **Program Type:** |

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| Program of Study |

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|  | **Secondary School** | **Postsecondary Institution** |
| **Subject(Hours)** |

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| **Grade 9(Hours)** |

 | **Grade 10(Hours)** | **Grade 11(Hours)** | **Grade12(Hours)** | **First Semester** | **Second Semester** | **Third Semester** | **Fourth Semester** |
| Technical(1187) |  | Professional Development Program & Safety(64) | Professional Development Program & Safety(37) | Professional Development Program & Safety(72) | TBD |  |  |  |
|  |  | Purchasing, Receiving, Storage; Garde Mange(15) | Purchasing, Receiving, Storage; Garde Mange(20) | Purchasing, Receiving, Storage; Garde Mange(36) |  |  |  |  |
|  |  | Cutting Tools, Utensils & Equipment(81) | Cutting Tools, Utensils & Equipment(55) | Cutting Tools, Utensils & Equipment(54) |  |  |  |  |
|  |  | Recipes, Nutrition, Beverages, Brkfst(24) | Recipes, Nutrition, Beverages, Brkfst(19) | Recipes, Nutrition, Beverages, Brkfst(34) |  |  |  |  |
|  |  | Vegetables, Fruits, Pasts, Rice, Cheese(18) | Vegetables, Fruits, Pasts, Rice, Cheese(29) | Vegetables, Fruits, Pasts, Rice, Cheese(23) |  |  |  |  |
|  |  | Salads, Dressings, Seasonings, Stock/Soups, Sauces | Salads, Dressings, Seasonings, Stock/Soups, Sauces | Salads, Dressings, Seasonings, Stock/Soups, Sauces |  |  |  |  |
|  |  | Cuisines, Meats, Poultry, Seafood(27) | Cuisines, Meats, Poultry, Seafood(44) | Cuisines, Meats, Poultry, Seafood(22) |  |  |  |  |
|  |  | Baking & Food Industry Procedures(121) | Baking & Food Industry Procedures(158) | Baking & Food Industry Procedures(139) |  |  |  |  |
| English | English I | English II | English III | English IV | TBD |  |  |  |
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| Math | Algebra I or Geometry | Geometry or Algebra II | Algebra II, Trigonometry, or Pre-Calculus | Pre-Calculus, Trigonometry, or Calculus | TBD |  |  |  |
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| Science | Biology I | Chemistry I | Physics | AP Science | TBD |  |  |  |
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| Humanities | Geography/State History | World History | American History | Economics/Government | TBD |  |  |  |
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| Other | Physical Education | Physical Education | Physical Education | Physical Education | TBD |  |  |  |
|  | Art | Art | Art | Art |  |  |  |  |
|  | Foreign Language | Foreign Language | Foreign Language | Foreign Language |  |  |  |  |
|  | Computer Technology | Computer Technology | Computer Technology | Computer Technology |  |  |  |  |

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|  | **Dual Enrollment Credits** | **Articulated Credits** |
| **Subject** | **Course Number** | **Course Description** | **Credit Hours** | **Course Number** | **Course Description** | **Credit Hours** |
| Technical |  |  |  | TBD | TBD | 1.0 |
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**Career and Technical Education Information System (CATS) Secondary Program Approval Instructions**

**Contact Information**

Complete the required contact information for the CATS facilitator including contact name, job title, phone number, and email address. The CATS facilitator is considered the “go to” individual who is knowledgeable about all submitted and approved program data at the local education agency (LEA). Contact information should be updated in CATS as changes occur. The school administrator information is pre-populated from EdNAv2. Click on [Save], and then click [Next] or [Program List] tab to proceed to the Program List page.

**Program List**

To add a new secondary program, click on the [Add Program] button on the Program List page and the Program Details page will appear. Select a Program Cluster in the [Select a Cluster] dropdown box. Or to select the Program Area, click on the [By Program Area] button, and then select the desired Program Area in the Select a Program Area dropdown box. Choose the specific Classification of Instructional Program (CIP) code that will be added. Next select the program type, either Program of Study (POS) or Tech Prep. If this is a 3- 4 year program, a POS, and is part of a pathway, click the [yes] button. If the program will not start until a future year, click on the start School Year dropdown box and select the desired year. [Save] all completed information before continuing to the next screen.

**Note**: Is this POS part of a pathway delivery at your school? Respond to the following question; “Is this POS part of a pathway?” This automatically defaults to no. If the answer is yes, remember you must complete additional tasks in the specific information tab and the scope and sequence tab for approval to occur. A pathway consists of a minimum of two Pennsylvania related POS CIPs.

**Note:** Adding or submitting a program request does not ensure that the program will be approved. Programs that are not approved are not eligible to earn Secondary Career and Technical Education Subsidy.

**Program Data**

In order to enter or edit data for an existing approved program, click on the year link (Ex. [2013-2014]) for the CIP code for which you want to enter or edit data and the Program Detail page will appear. From this page, you can access the various data element tabs (Program Specific Info, Scope and Sequence, Certifications, Sponsors, Industry Accreditation and Comments) in order to enter or edit data for previously approved programs.

**Specific Information**

Insert the requested information in the following eight blocks on the Program Specific page:

**1. Labor Market/Occupational Advisory Committee/Pathway (if applicable)**

Enter the following Act 67 Statement to verify that there is a local need for the program. “This program will provide at least two letters of support from local employers who agree that the program prepares graduates to be qualified employees and the program meets their needs, as well as the needs of the community.” Letters must be on company letterhead, and on file at the LEA.

Occupational Advisory Committee:

List the name, job title, and place of employment or organization of all Joint Operating or School District Board-approved members serving on your Occupational Advisory Committee.

Members should include at least **four** individuals who are currently working in the occupation for which training is being provided, management/labor personnel, CTE students and graduates of the program, members-at-large from the community, and postsecondary representatives. Provide the date of the most recent Occupational Advisory Committee meeting.

Pathway:

All programs in the pathway must be an approved POS delivery. List the POS CIPs in the pathway. CIPs identified as a Pathway must offer the same foundational curriculum during the first year. The scope and sequence must show the identical classes/courses the first year for all programs in the pathway.

**2. Occupational Analysis Data/Student Technical Competencies**

Occupational Analysis Data:

If the program is not a POS, describe the occupational analysis performed to develop curriculum and competencies for this program. Sources include Occupational Advisory Committee recommendations and a Developing a Curriculum process. [Career and Technical Education Consortium of States or Multistate Academic and Vocational Curriculum Consortium, or other curriculum consortia, national scans of specific program standards (e.g. O\*NET), related industry certifications, and end-of-program assessments] Curriculum and competencies developed should correlate with those identified within the specific CIP description.

Student Technical Competencies:

If the CIP is under the POS program type, enter the following statement: **“This program offers the curriculum framework as prescribed by the Program of Study for this CIP code.”** Also include any additional competencies recommended by the Occupational Advisory Committee. If the CIP is under the Tech Prep program type, list the major technical competencies and/or skills students will perform in this program using the occupational analysis data as the basis for developing the career and technical portion of the scope and sequence.

**Note: If the CIP code being entered is 51.9999 Health Professions and Related Clinical Sciences, Other, 51.0899 Health/Medical Assisting Services, Other, or 51.3902 Nursing Assistant/Aide and Patient Care Assistant/Aide the following phrase must be added – “This program offers the NATCEP OBRA and Act 14 objectives approved for [X number of Hours].**

**3. Accountability Targets**

For new program approval requests, identify the PDE-approved end-of-program assessment by assessment title and number, along with the expected level of student performance as well as the expected level of student performance on the state academic assessments.

For existing programs, new delivery types and re-approval indicate whether the program attained: their annual targets (Annual Measurable Objective status and/or Perkins performance indicators) pursuant to the standards for skill attainment (NOCTI/NIMS); academic assessment; secondary school completion and student graduation; placement; and nontraditional participation and completion.

**4. Equipment, Technology and Resources**

List the **major** equipment, tools, software and resources utilized in this program. Identify the number of work stations and provide laboratory dimensions

**5. Number of Prospective Students**

Indicate the number of prospective students who will be in the program and will complete an Educational and Occupational Objectives form. A student must complete an Educational and Occupational Objective form to be considered enrolled in an Approved Secondary Vocational-Technical Education Program.

**6. Support Service**

Describe the level of CTE teacher(s) involvement with the development of a student’s individualized education program (IEP) beginning with the student’s CTE program selection, and indicate the guidance and support services that are available to all CTE students.

**7. Career and Technical Student Organizations**

Identify the active career and technical student organization affiliation(s) for this program.

**8. Advisory Committees**

Describe the advisory committees that meet on a regular basis to discuss and plan for CTE programs. Examples include Local Advisory Committee, Joint Operating Committee, Professional Advisory Committee, etc. **Do not** duplicate the Occupational Advisory Committee information here as it is entered in the first section. List how often the committees meet and topics discussed, do not list members.

Save after this section has been completed. Proceed to the Articulation Agreement Information page by clicking on [Next] or the [scope and sequence] tab.

**Articulation Agreement Information**

Respond to the question, “Does this school have any Articulation Agreements with any other Institution?” by checking either the [Yes] or [No] button. If the answer is Yes, click on the dropdown box under the “Articulation Agreement with” heading and select the postsecondary institution name or Statewide Articulation Agreement. If the CIP is the POS program delivery, you **must** select the Statewide Articulation Agreement. Also, select and include all other postsecondary institutions that are being offered as a one-to-one articulation. Click on the [Add] button under the Action heading and select the postsecondary institution name associated with the articulation agreement. To edit a previously approved program articulation; Click on the [scope and sequence] link under the Document heading and enter the data and/or changes and save.

**Scope and Sequence**

Secondary Scope and Sequence

Using the competency/task list designed for POS delivery or the CIP description, enter the major units and hours by grade that will make up the program according to the school’s scheduling pattern. The technical scope and sequence hours must comply with the hourly requirements as identified in the Pennsylvania Code (22 Pa. Code § 339.22(a)(9)) “Vocational Education Standards.” Each list must include career and technical content in a coordinated, non-duplicative progression. Enter appropriate pathway delivery information, the first year will show the same course information for all programs within the pathway delivery. The following years in the pathway scope and sequence will be specific to the CIP description and POS standards. Complete the academic portion of the scope and sequence for four years. The secondary scope and sequence information will automatically populate to any additional secondary scope and sequence for all other postsecondary institutions that are entered for the CIP.

After completing the secondary scope and sequence, click on [Next] or the [Postsecondary Institution] tab to proceed to the postsecondary scope and sequence.

**Postsecondary Scope and Sequence**

To complete the postsecondary portion of the Scope and Sequence for POS Statewide Articulation, enter TBD (To Be Determined) in the first cell under the “First Semester.”

To complete the postsecondary portion for Tech Prep and/or additional one-to-one dual enrollment or articulation agreements under a POS delivery type, enter the course number and course title for all semesters. After all of the postsecondary courses have been entered, save, and click on the Back to Articulation Agreement List link. Follow these steps to add or edit Scope and Sequence data for a previously approved program. Click on [Next] or the [Dual Enrollment Credits] tab to go to the Dual Enrollment Credits page.

**Dual Enrollment Credits**

Dual enrollment is a locally administered program that allows a secondary student to concurrently enroll in postsecondary courses and to receive both secondary and postsecondary credit for that coursework. Respond to the question, “Do the students in this program have access to dual enrollment credits through the postsecondary institution?” by clicking on the Yes or No button. If the answer is No, click on Next or the Articulated Credits tab to go to the Articulated Credits page. If the answer is Yes, enter the course number, course name, and credit hours for each applicable dual enrollment course. Follow these steps to add or edit Dual Enrollment Credits data for a previously approved program. Save the Dual Enrollment Credits information, and click on Next or the Articulated Credits tab to go to the Articulated Credits page.

**Articulated Credits**

Postsecondary institutions may award college credit when learning experiences at the secondary level of instruction duplicate those at the college level. Articulated credits enable students to receive advanced placement to save time and money, and avoid duplication of material already learned in high school. Due to the large number of statewide articulated credits from various institutions, it is impossible at this time to accurately identify all possible course numbers, course names and credit hours for the POS delivery. Therefore, on the articulated credits page for POS, check Yes to the question, “Do the students in this program have access to articulated credits through this postsecondary institution?” Enter the following information in the three blocks that appear after the first Technical Subject block:

Course Number\* - TBD Course Name\* - TBD Credit Hours\* - 0 1.0

For Tech Prep and/or additional one-to-one agreements under a POS delivery, respond to the question, “Do the students in this program have access to articulated credits through this postsecondary institution?” by clicking on the Yes or No button. If the answer is No, click on Next or the Certifications tab to go to the Certifications page. If the answer is Yes, enter the course number, course name, and credit hours for each applicable course. After saving the information, click on the Back to Articulation Agreement List link. Follow these steps to add or edit Articulated Credits data for a previously approved program. Click on Next or the Articulated Credits tab to go to Certifications.

**Certifications**

Student Industry Certification

Select all industry certifications for which students will receive appropriate training in this approved program. If there are no industry certifications to select, check the No Certifications Box. A school that would like to select a new industry certification that does not appear on the page should call 717.772.0814 to inquire about the process for approval of new industry certifications. The request will then be reviewed and an email response will be sent to the school contact person indicating whether the new industry certification has been added to the list. If it is added, edit your data before the file closes.

Follow these steps to add or edit Student Industry Certification data for a previously approved program. Save the Student Industry Certification information, and click on Next or the Teacher Certificates tab to go to the Teacher Certificates page.

**Teacher Certificates**

Enter the Professional Personnel ID and work email address for each teacher who will teach the program and click on the Add button. If a teacher is on an emergency certificate, it is incumbent on the school to annotate the Occupational Competency Assessment assigned to the emergency certificate in the Comments tab. If at the time of program submission a teacher has not been employed, click on the To Be Employed button and type in “unknown” under teacher name. Any questions regarding teacher certification can be directed to the Bureau of Career & Technical Education by calling 717.772.0814. Click on the [Delete] link to remove an incorrect entry, and then click on [OK] if you are sure that you want to complete the deletion. Click on the [Industry Certifications] link to select all industry certifications that the teacher currently holds. If there are no industry certifications, click on the No Certifications box and then on the Save button.

Follow these steps to add or edit Teacher Certificates data for a previously approved program. Save the Teacher Industry Certifications information, and click on [Next] or the [Sponsors] tab to go to the Sponsors page.

**Note:** Programs must have a properly certified teacher in order to gain approval.

**Sponsors**

If the program that is being added does not have a Registered Apprenticeship off-campus learning component, click on the No button and then the Save button. Click on Next or the Industry Accreditation tab to proceed to the Industry Accreditation page. If the program that is being added has a Registered Apprenticeship off-campus learning component, click on the [Yes] button. After reading the Registered Apprenticeship Information, click on the [OK] button to go to the Labor and Industry webpage that lists the Regulations Governing Apprenticeship and Training Programs. After closing this website, the Sponsor page will appear to add a sponsor number and sponsor name in the blocks provided and click save. To add another sponsor, click on the [Add] button and then add the information. When this information has been added, click on [Next] or the [Industry Accreditation] tab to go to the Industry Accreditation page. Follow these steps to add or edit Sponsor data for a previously approved program.

**Industry Accreditation**

If the program **does not** have any Industry Accreditation(s), click on the [No Industry Accreditation] box, and then [Save]. If this program has earned Industry Accreditation(s), select the appropriate accreditations for this CIP code from the drop down box. Click on the drop down box to select expiration date, click [Add] and then [Save]. Click the Delete link to remove an incorrect entry, and then click OK if you are sure that you want to complete the deletion.

Follow these steps to add or edit Industry Accreditation data for a previously approved program. Save the Industry Accreditation information and click on the [Summary tab] or [Next] to go to the Summary page.

**Comments**

Provide any information that will assist PDE’s reviewer in approving the program request including items such as rollover, PlanCon, linked postsecondary major and teacher certification information.

**Summary**

To add another program, click on the [Add New Program] button at the bottom of the page. If a program has been added by mistake, it can be deleted by clicking on the [Delete] link for the specific program that needs to be deleted. After all new programs have been added and all applicable data elements have been addressed, click on the [Proceed for Submission] button to go to the program Submission page.

**Program Submission**

The steps for submitting programs for approval are as follows:

**Step 1** – Select all of the programs to submit for approval by clicking on the [Select] box for each one.

**Step 2** – Click on the [Print Signed Assurances link] and print the Signed Assurances. All programs may be listed on one signed assurance page and the document need only be sent once with the initial submission. It is not necessary to send another copy of the Signed Assurances after a returned program is resubmitted.

**Step 3** – Fax or mail the Signed Assurances to PDE as listed.

**Step 4** – Click on the [Submit Program] button to submit the secondary programs(s). After clicking on the Submit Program Button, you will see Information Submitted Successfully or prompts to enter missing information. After required data has been entered, click on the Submit Program Button.

**Marking a Program for Deletion**

Go the Program Data page, click on the [Mark for Deletion] box and then click the [Save] button. The program will now be marked for deletion and will no longer appear on the PDE-320.

# Appendix B – Curriculum Document

The Curriculum Document is large-format Microsoft Excel Workbook and cannot be easily included within this Microsoft Word document. It will be delivered as an attachment to the main document.

# Appendix C – Program of Study/Task List

|  |  |  |
| --- | --- | --- |
| **Unit/Standard Number** | **Institutional Food Worker****CIP 12.0508****Task Grid**High School Graduation Years 2011, 2012 and 2013 | **Proficiency Level Achieved:(X) Indicates Competency Achieved to Industry Proficiency Level** |
|  | **Secondary Competency Task List** |  |
| **100** | **FOLLOW SAFETY PROCEDURES** |  |
| 101 | Wear appropriate apparel in the food preparation area. |   |
| 102 | Demonstrate safe use of cutting tools. |   |
| 103 | Demonstrate procedures for safe lifting and carrying of heavy objects. |   |
| 104 | Clean and dry wet surfaces caused by spills of liquids on floors and work surfaces. |   |
| 105 | List common causes of typical accidents and injuries in the food service industry. |   |
| 106 | Follow appropriate emergency procedures for kitchen and dining room injuries. |   |
| 107 | Describe appropriate types and use of fire extinguishers used in the food service area. |   |
| 108 | Pass safety tests for all motor-driven and stationary equipment. |   |
| 109 | Complete safety checklist of general safety procedures to follow in a food preparation area. |   |
| 110 | Solve problems related to food service safety practices. |   |
| 111 | Solve problems related to waste disposal and recycling. |  |
| 112 | Recognize safe design and construction features of food production equipment and facilities (i.e. NSF, UL, OSHA, ADA, etc.). |   |
| 113 | Review Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials. |   |
|   |   |   |
| **200** | **FOLLOW SANITATION PROCEDURES** |   |
| 201 | Demonstrate good personal hygiene and health practices that must be followed in the food service area. |   |
| 202 | Maintain a clean and sanitary work environment. |   |
| 203 | Describe current types of cleaners and sanitizers and their proper use. |   |
| 204 | Describe disposal and storage of types of cleaners and sanitizers. |   |
| 205 | List rules for storage requirements for caustic cleaning agents. |   |
| 206 | Identify proper waste disposal methods and recycling. |   |
| 207 | Develop a cleaning and sanitizing schedule and procedures for sanitizing equipment and facilities. |   |
| 208 | Demonstrate proper cleaning of painted, stainless steel and wood surfaces. |   |
| 209 | Demonstrate precautions to follow when handling blood borne pathogens (ECP). |   |
| 210 | List reasons for and signs of food spoilage and contamination. |   |
| 211 | Describe cross-contamination and acceptable procedures to follow when preparing and storing potentially hazardous foods. |   |
| 212 | Describe symptoms common to food borne illnesses and how these illnesses can be prevented. |   |
| 213 | Conduct a sanitation self-inspection and explain what must be done to comply with standards. |   |
| 214 | Identify micro-organisms, which are related to food spoilage and food borne illnesses; describe what makes them grow. |   |
| 215 | Describe appropriate measures for handling insects, rodents and pests. |   |
| 216 | Describe the role of regulatory agencies governing sanitation and safety and protecting food safety. |   |
| 217 | Identify the Hazard Analysis Critical Control Point (HACCP) during all food handling processes as a method for minimizing the risk of food borne illness. |   |
| 218 | Outline laws and rules of the regulatory agencies governing sanitation and safety in food service operations. |   |
| 219 | Describe the requirements of a ServSafe certification. |   |
|   |   |  |
| **300** | **DEMONSTRATE KNOWLEDGE OF THE FOOD INDUSTRY** |   |
| 301 | Define hospitality and the importance of quality customer service within the hospitality industry. |   |
| 302 | Trace growth and development of the hospitality and tourism industry. |   |
| 303 | Describe the various cuisines and their relationship to history and cultural development. |   |
| 304 | Identify career opportunities and the personal traits for a variety of jobs in the industry. |   |
| 305 | Identify professional organizations and explain their purposes and benefits to the industry. |   |
| 306 | Compare and contrast industry trade periodicals and other industry resources. |   |
| 307 | Define hospitality and tourism with examples of current industry philosophies. |   |
| 308 | Evaluate career opportunities utilizing field trips, guest speakers, and other industry resources. |   |
| 309 | Discuss/evaluate industry trends as they relate to career opportunities and the future of the industry.  |   |
|   |   |   |
| **400** | **PURCHASING, RECEIVING AND STORAGE PROCEDURES** |   |
| 401 | Describe proper techniques of receiving and storing fresh, frozen, refrigerated, and staple goods. |   |
| 402 | List and demonstrate proper receiving and storing of fresh, frozen, refrigerated, and staple goods |   |
| 403 | List labeling requirements for food products. |   |
| 404 | Discuss legal and ethical consideration of purchasing. |   |
| 405 | Inventory food and non-food items kept on hand. |   |
| 406 | Explain the procedures for rotation of stock and for costing and evaluating including FIFO. |   |
| 407 | Describe and complete proper procedures for purchasing products according to requisition. |   |
|   |   |   |
| **500** | **DEMONSTRATE SKILL IN GARDE MANGE’** |   |
| 501 | Identify tools and equipment used in garde manger, emphasizing safety and sanitation procedures. |   |
| 502 | Demonstrate basic garnishes for a variety of foods. |   |
| 503 | Develop fundamental skills in the preparations of cold items to include soups, salads, sauces, dressings, marinades, relishes, sandwiches, canapés, hors d'ouvres, mousses and gelatins. |   |
| 504 | Demonstrate food presentation techniques, i.e. platters, bowls, and plates. |   |
| 505 | Produce decorative pieces to include fruit/vegetable carvings and accompaniments. |   |
| 506 | Identify and prepare types of hors d'oeuvers, canapés, appetizers, and fancy sandwiches. |   |
| 507 | Identify and prepare types of hot and cold sandwiches. |   |
| 508 | Identify types of equipment, hand tool, and utensils used to make sandwiches. |   |
| 509 | Wrap and store cold sandwiches. |   |
| 510 | Describe the standards of quality for sandwiches. |   |
| 511 | Slice, grate, cube and shape cheese. |   |
|   |   |   |
| **600** | **DEMONSTRATE USE AND CARE OF CUTTING TOOLS & UTENSILS** |   |
| 601 | Identify and demonstrate use and care of kitchen cutting tools and utensils. |   |
| 602 | Carve, cut, slice, and trim all meat, seafood and poultry |   |
| 603 | Demonstrate classical cuts |   |
| 604 | Slice breads and baked goods. |   |
| 605 | Demonstrate how to sharpen knifes |   |
|   |   |   |
| **700** | **DEMONSTRATE USE AND CARE OF MECHANICAL FOOD PREPARATION EQUIPMENT** |   |
| 701 | Identify various types and uses of kitchen equipment. |   |
| 702 | Define and understand general safety requirements and procedures for kitchen equipment. |   |
| 703 | Operate and clean a refrigerator. |   |
| 704 | Operate and clean a floor mixer. |   |
| 705 | Operate and clean a slicer. |   |
| 706 | Operate and clean a food chopper. |   |
| 707 | Operate and clean a food grinder. |   |
| 708 | Operate and clean a dish washing machine. |   |
| 709 | Operate and clean a vegetable peeler. |   |
| 710 | Operate and clean a deep fat fryer. |   |
| 711 | Operate and clean steam cooking equipment. |   |
| 712 | Operate and clean a proof cabinet |   |
| 713 | Operate and clean a tilting brazier. |   |
| 714 | Operate and clean a steamer or steam kettle. |   |
| 715 | Operate and clean a rotisserie. |   |
| 716 | Operate and clean a steam table. |   |
| 717 | Operate and clean a conventional oven. |   |
| 718 | Operate and clean a convection oven. |   |
| 719 | Operate and clean coffee equipment. |   |
| 720 | Operate and clean a range. |   |
| 721 | Operate and clean a broiler. |   |
| 722 | Operate and clean a grill. |   |
| 723 | Operate and clean a griddle. |   |
| 724 | Clean a work table. |   |
| 725 | Operate and clean a food warmer. |   |
| 726 | Operate and clean a can opener. |   |
| 727 | Operate and clean a blender and an imersion blender. |   |
| 728 | Operate a waste disposal |   |
| 729 | Operate and clean a combi-oven |   |
| 730 | Operate and prepare items for retail sale. |   |
|   |   |   |
| **800** | **FOLLOW STANDARDIZED RECIPES** |   |
| 801 | Demonstrate how to read and follow a recipe. |   |
| 802 | Prepare standardized recipes for menu production. |   |
| 803 | Reduce and increase a recipe. |   |
| 804 | Describe components of the recipes, such as yield, time, and nutrition fact. |   |
|   |   |   |
| **900** | **DEMONSTRATE KNOWLEDGE OF NUTRITION** |   |
| 901 | List food groups and recommended servings in the current USDA Food Guide Pyramid. |   |
| 902 | Discuss dietary guidelines and recommended dietary allowances. |   |
| 903 | Interpret food labels in terms of the portion size, ingredients, and nutritional value. |   |
| 904 | Describe primary functions and major food sources of major nutrients. |   |
| 905 | Discuss various diets (i.e. food allergies, alternative dieting, vegetarian, etc.). |   |
| 906 | List the six food groups in the current USDA Food Guide Pyramid and the recommended daily servings from each group. |   |
| 907 | Discuss the new dietary guidelines and adapt recipes. |   |
| 908 | Discuss and demonstrate cooking techniques and storage principles for maximum retention of nutrients. |   |
| 909 | Discuss contemporary nutritional concerns such as vegetarianism, heart healthy menus, and religious dietary laws. |   |
|   |   |   |
| **1000** | **PREPARE BREAKFAST FOODS** |   |
| 1001 | Select common breakfast foods. |   |
| 1002 | List, in order, steps to follow when preparing to serve breakfast. |   |
| 1003 | List several common breakfast condiments. |   |
| 1004 | Prepare various egg cookery methods |   |
| 1005 | Prepare a variety of omelets. |   |
| 1006 | Prepare breakfast potatoes. |   |
| 1007 | Prepare breakfast meats. |   |
| 1008 | Prepare and cook pancakes, griddle cakes and waffles. |   |
| 1009 | Prepare hot breakfast cereals. |   |
| 1010 | Prepare crepes. |   |
| 1011 | Prepare “Egg Beaters.” |   |
| 1012 | Prepare and cook fritters. |   |
|   |   |   |
| **1100** | **DEMONSTRATE KNOWLEDGE OF BEVERAGES** |   |
| 1101 | Match terms related to beverages with their correct definitions. |   |
| 1102 | List the standards of quality for coffee. |   |
| 1103 | Select factors affecting tea and coffee quality. |   |
| 1104 | Reconstitute powdered and frozen beverages. |   |
| 1105 | List other common beverages. |   |
|   |   |   |
| **1200** | **PREPARE VEGETABLES AND FRUITS** |   |
| 1201 | Identify and prepare market forms of vegetables and fruits. |   |
| 1202 | Prepare vegetables by boiling, simmering, steaming, baking, sautéing and blanching. |   |
| 1203 | List the factors to consider when preparing vegetables and fruits. |   |
| 1204 | Explain and describe the standards of quality for cooked vegetables. |   |
| 1205 | Prepare various vegetables using different techniques. |   |
| 1206 | Prepare various market forms of vegetables. |   |
| 1207 | Prepare different forms of potatoes. |   |
|   |   |   |
| **1300** | **PREPARE PASTA AND RICE** |   |
| 1301 | Identify and prepare market forms of pasta and rice. |   |
| 1302 | List the standards of quality for receiving pasta and rice. |   |
| 1303 | List the factors to consider when preparing pasta and rice. |   |
| 1304 | Identify methods of preparing pasta and rice. |   |
| 1305 | List the standards of quality for cooked pasta and rice. |   |
| 1306 | Prepare and service pasta and rice using various methods of cooking. |   |
| 1307 | Prepare and service rice using various methods of cooking. |   |
|   |   |   |
| **1400** | **PREPARE CHEESE** |   |
| 1401 | Identify various classes of cheese. |   |
| 1402 | Select common cheese textures. |   |
| 1403 | Properly handle cheese. |   |
| 1404 | Identify foods using cheese as main ingredient. |   |
| 1405 | Define the principals of cheese cookery. |   |
| 1406 | Prepare cheese dressings. |   |
| 1407 | Prepare a cheese platter. |   |
| 1408 | Prepare cheese spreads and fillings. |   |
|   |   |   |
| **1500** | **PREPARE SALADS, FRUITS, AND SALAD DRESSINGS** |   |
| 1501 | Identify and prepare types of salads. |   |
| 1502 | Identify basic parts of a salad. |   |
| 1503 | Prepare and store salad greens. |   |
| 1504 | Prepare a variety of protein salads. |   |
| 1505 | Demonstrate methods of serving salads. |   |
| 1506 | Prepare various types of dressings, temporary, permanent and cooked. |   |
| 1507 | Peel, cut and zest fruits and vegetables. |   |
| 1508 | Set-up/maintain/breakdown salad bars properly. |   |
|   |   |   |
| **1600** | **PROPERLY ADD SEASONINGS TO FOODS** |   |
| 1601 | List market forms in which herbs, spices and seasonings may be available. |   |
| 1602 | Analyze the quality of spices & flavorings. |   |
| 1603 | Explain techniques for seasoning uncooked foods. |   |
| 1604 | Use and identify seasonings, herbs and condiments. |   |
| 1605 | Test foods for proper seasoning by taste, smell, texture, and sight. |   |
|   |   |   |
| **1700** | **PREPARE STOCKS, SOUPS AND SAUCES** |   |
| 1701 | Identify and prepare a variety of stocks. |   |
| 1702 | Identify and prepare a variety of mother and small sauces. |   |
| 1703 | Identify types of soups and the ways to serve them. |   |
| 1704 | Identify the purpose of sauces and gravies. |   |
| 1705 | Identify and prepare thickening agents for sauces. |   |
| 1706 | Demonstrate knowledge of standards of quality for stocks, soups, and sauces. |   |
| 1707 | Identify and prepare a variety of soups. |   |
|   |   |   |
| **1800** | **PREPARE INTERNATIONAL CUISINE** |   |
| 1801 | Identify and prepare a variety of ethnic cuisines. |   |
|   |   |   |
| **1900** | **IDENTIFY PREPARE AND COOK MEATS** |   |
| 1901 | Identify primal, sub-primal and retail cuts and their sources. |   |
| 1902 | Prepare beef, veal, pork and lamb |   |
| 1903 | Identify factors affecting the cooking of beef, veal, pork and lamb. |   |
| 1904 | Cook meat using all dry and moist heat cooking methods. |   |
| 1905 | Demonstrate methods for checking degrees of doneness. |   |
|   |   |   |
| **2000** | **PREPARE POULTRY** |   |
| 2001 | Identify types of poultry and their market forms. |   |
| 2002 | Cook poultry using all dry and moist heat cooking methods. |   |
| 2003 | Demonstrate poultry fabrication.  |   |
| 2004 | Prepare stuffing. |   |
|   |   |   |
| **2100** | **PREPARE SEAFOOD** |   |
| 2101 | Identify types of seafood and their market forms. |   |
| 2102 | Purchase and store shellfish. |   |
| 2103 | Cook seafood using all dry and moist heat cooking methods. |   |
| 2104 | Demonstrate seafood fabrication.  |   |
|   |   |   |
| **2200** | **DEMONSTRATE SKILL IN BASIC BAKING PRACTICES** |   |
| 2201 | Define vocabulary terms used in baking. |   |
| 2202 | Identify and demonstrate equipment and utensils used in baking and discuss proper use and care. |   |
| 2203 | List and describe the factors influencing the quality of baked products. |   |
| 2204 | Produce a variety of types of cookies. |   |
| 2205 | Identify ingredients used in baking. |   |
| 2206 | Describe properties and list function of various ingredients. |   |
| 2207 | Identify and prepare a variety of quick breads. |   |
| 2208 | Identify and prepare a variety of types of pies and tarts. |   |
| 2209 | Identify and prepare a variety of fillings and toppings for pastries and baked goods. |   |
| 2210 | Identify and prepare crusty, soft and specialty yeast products. |   |
| 2211 | Match bread ingredients with their functions. |   |
| 2212 | Identify several common types of quick breads. |   |
| 2213 | Identify and prepare shapes of yeast or dinner rolls. |   |
| 2214 | List, in order, proper steps for using and preparing yeast dough. |   |
| 2215 | Identify, prepare and evaluate plain muffins. |   |
| 2216 | Identify, prepare and evaluate baking powder biscuits. |   |
| 2217 | Identify, prepare and evaluate corn bread. |   |
| 2218 | Identify, prepare and evaluate cake doughnuts. |   |
| 2219 | Identify, prepare and evaluate white bread. |   |
| 2220 | Identify, prepare and evaluate plain yeast rolls. |   |
| 2221 | Identify, prepare and evaluate basic sweet rolls. |   |
| 2222 | Identify, prepare and evaluate standards of quality for cakes. |   |
| 2223 | Identify, prepare and evaluate various types of cakes. |   |
| 2224 | Describe standards of quality for icing. |   |
| 2225 | Identify, prepare, apply and evaluate various types of icings. |   |
| 2226 | Identify, prepare and evaluate various types of cookies and bar cookies. |   |
| 2227 | Define quality standards for preparing pie shells. |   |
| 2228 | Describe common ways to “top” pies. |   |
| 2229 | Discuss and demonstrate the procedure for preparing puff pastry. |   |
| 2230 | Prepare and evaluate pie shells and various types of pie fillings. |   |
| 2231 | Prepare and evaluate pate a choux. |   |
| 2232 | Identify, prepare and evaluate a variety of custards and puddings |   |
| 2233 | Identify, prepare and evaluate a variety of frozen desserts. |   |
|   |   |   |
| **2300** | **PLAN AND COST MENUS** |   |
| 2301 | Plan and design a menu based upon customer and management needs. |   |
| 2302 | List the methods to use for giving variety to a menu. |   |
| 2303 | List the reasons for costing recipes. |   |
| 2304 | Supervise and direct food production. |   |
| 2305 | Perform labor and payroll duties. |   |
| 2306 | Prepare, produce, and serve a complete meal based upon the menu. |   |
|   |   |   |
| **2400** | **PERFORM INSTITUTIONAL FOOD SERVICE PROCEDURES** |   |
| 2401 | Identify and demonstrate proper use and care of smallwares. |   |
| 2402 | Set up, operate, and clean a dish room during restaurant service. |   |
| 2403 | Set up, operate, and clean various prep stations in the restaurant kitchen. |   |
| 2404 | Demonstrate opening and closing procedures for “back of-the- house” operations. |   |
| 2405 | Perform duties as a cook. |   |
| 2406 | Perform duties as a cook’s helper. |   |
| 2407 | Perform duties as an expediter. |   |
| 2408 | Perform duties as a dessert person. |   |
| 2409 | Perform duties as a line server and beverage person. |   |
|   |   |   |
| **2500** | **PERFORM “FRONT- OF- THE- HOUSE” OPERATIONS** |   |
| 2501 | Identify and describe various types of service used in restaurants. |   |
| 2502 | Perform the basic duties of a wait person. |   |
| 2503 | Perform duties of a host/hostess. |   |
| 2504 | Perform duties of a beverage person. |   |
| 2505 | Perform duties as a cashier. |   |
| 2506 | Perform duties of a salad bar attendant. |   |
| 2507 | Perform duties of a bus person. |   |
| 2508 | Reconcile the cash register at the end of the day. |   |
| 2509 | Perform sidework duties. |   |
| 2510 | Perform duties of a food runner. |   |
| 2511 | Fill containers with ice, and pour liquids. |   |
| 2512 | Serve on a serving line. |   |
| 2513 | Make basic napkin folds. |   |
| 2514 | Perform cash register operations. |   |
| 2515 | Resolve cash balances. |   |
| 2516 | Keep and maintain records. |   |
| 2517 | Set up serve area. |   |
| 2518 | Greet guests. |   |
| 2519 | Take an order. |   |
| 2520 | Handle a complement and complaint. |   |
| 2521 | Refer a complement and complaint to the manager. |   |
|   |   |   |
| **2600** | **PERFORM DINING ROOM SERVICE** |   |
| 2601 | Describe the rules and responsibilities of personnel for dining service. |   |
| 2602 | Demonstrate the general rules of table settings and service. |   |
| 2603 | Describe the various types of service delivery, such as quick service, cafeteria, buffet, and table service. |   |
| 2604 | Discuss sales techniques for service personnel including menu knowledge and suggestive selling. |   |
| 2605 | Explain inter-relationships and work flow between dining room and kitchen operations. |   |
| 2606 | Develop an awareness of special customer needs including dietary needs and food allergies as it relates to the menu. |   |
| 2607 | Demonstrate an understanding of guest service and customer relations, including handling of difficult situations and accommodations for the disabled. |   |
| 2608 | Discuss various procedures for processing guest checks. |   |
| 2609 | Close a dining room for the day. |   |
|   |   |   |
| **2700** | **DEMONSTRATE SKILL IN THE USE OF A PERSONAL COMPUTER** |   |
| 2701 | Perform care and handling of computer hardware and software. |   |
| 2702 | Demonstrate proper use of industry standard software, including P.O.S systems. |   |
| 2703 | Demonstrate use of industry computer accessories and peripherals including scanners, touch screens and printers,  |   |
| 2704 | Demonstrate use of current industry communication and research technology, including e-mail usage and hand-held equipment |   |

# Appendix D – Guide Sheets

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| Competency # | 101 |
| Competency Description | Wear appropriate apparel in the food preparation area. |
| Academic Standards | Science and Technology: NAReading, Writing, Speaking and Listening:RST.11-12.5,9Mathematics: NACareer Ed/Work: NA |
| Performance Objective | When working in the preparation areas, the student will wear appropriate clothing for culinary arts to 100% accuracy. |
| Reference | MAVCC Student Workbook CACC Pages 2-5 through 2-35 (Cross walk CACC 2.04) |
| Instructional Aids | Teacher Handout |
| Equipment/Materials | Clothing supplied to the student |
| Procedures | Each day the student will dress appropriately for culinary class |
| Evaluation | Teacher observation as evaluated on the 24 point employability rubric. Student will observed to 100% accuracy |

# Appendix E – Career Pathway

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**CAREER PATHWAY**

**CULINARY ARTS**

**CIP Code 12.0508**

**Pennsylvania's Targeted Industry Cluster:**

**Hospitality & Tourism**

****

|  |
| --- |
| **Potential Careers** |
| 35-1012 | Supervisors – Food Preparation & Serving Workers | 35-2014 | Cooks, Restaurant |
| 35-2011 | Cooks, Fast Food | 35-2015 | Cooks, Short Order |
| 35-2012 | Cooks, Institution & Cafeteria | 35-2021 | Food Preparation Workers |

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| **National and State Occupational Outlook Trends (Based on Department of Labor and Industry Reports)** |
| **United States** | **Employment** | **Percent Change** | **¹Job Openings** | **2012 Median Annual Wage** |
| **2010** | **2020** |
| Supervisor – Food Preparation and Serving Workers | 801,100 | 879,600 | +10% | 24,830 | $29,300 |
| **Pennsylvania** | **Employment** | **Percent Change** | **¹Job Openings** | **2012 Median Annual Wage** |
| **2010** | **2020** |
| Supervisor – Food Preparation and Serving Workers | 27,220 | 28,950 | +6% | 750 | $33,600 |
| ¹Job Openings refers to the average annual job openings due to growth and net replacement |

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| **Supervisor – Food Prep and Serving Workers** |
| * Train workers in food preparation, and in service, sanitation, and safety procedures.
* Compile and balance cash receipts at the end of the day or shift.
* Perform various financial activities such as cash handling, deposit preparation, and payroll.
* Supervise and participate in kitchen and dining area cleaning activities.
* Estimate ingredients and supplies required to prepare a recipe.
* Resolve customer complaints regarding food service.
* Control inventories of food, equipment, smallware, and liquor, and report shortages to designated personnel.
* Purchase or requisition supplies and equipment needed to ensure quality and timely delivery of services.
* Observe/evaluate workers and work procedures to ensure quality standards and service, and complete disciplinary write-ups.
* Specify food portions and courses, production and time sequences, and workstation and equipment arrangements.
 |

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| **Skills and Abilities** |
| * Speaking — Talking to others to convey information effectively.
* Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
* Coordination — Adjusting actions in relation to others' actions.
* Service Orientation — Actively looking for ways to help people.
* Management of Personnel Resources — Motivating, developing, and directing people as they work, identifying the best people for the job.
* Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
* Instructing — Teaching others how to do something.
* Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.
* Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
* Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
* Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
* Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
* Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
* Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.
* Speech Recognition — The ability to identify and understand the speech of another person.
* Speech Clarity — The ability to speak clearly so others can understand you.
* Written Comprehension — The ability to read and understand information and ideas presented in writing.
* Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
* Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
* Near Vision — The ability to see details at close range (within a few feet of the observer).
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| **Character Traits for Workplace Success** |
| * Cooperation — Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
* Stress Tolerance — Job requires accepting criticism and dealing calmly and effectively with high stress situations.
* Dependability — Job requires being reliable, responsible, and dependable, and fulfilling obligations.
* Self Control — Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
* Concern for Others — Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.
* Leadership — Job requires a willingness to lead, take charge, and offer opinions and direction.
* Adaptability/Flexibility — Job requires being open to change (positive or negative) and to considerable variety in the workplace.
* Integrity — Job requires being honest and ethical.
* Attention to Detail — Job requires being careful about detail and thorough in completing work tasks.
* Initiative — Job requires a willingness to take on responsibilities and challenges.
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| **Somerset County Technology Center - Program of Study/Units of Instruction (3-Year Program)** |
| **Unit Number & Title** |
| 100 – Safety  | 1500 – Prepare Salads, Fruits and Salad Dressings |
| 200 – Follow Sanitation Procedures | 1600 – Properly Add Seasonings to Foods |
| 300 – Demonstrate Knowledge of the Food Service Industry | 1700 – Prepare Stocks, Soups and Sauces |
| 400 – Purchasing, Receiving and Storage Procedures | 1800 – Prepare International Cuisines |
| 500 – Demonstrate Skill in Garde Manger | 1900 – Identify, Prepare and Cook Meats |
| 600 – Use/Care of Cutting Tools and Utensils | 2000 – Prepare Poultry |
| 700 – Use/Care of Mechanical Food Preparation Equipment | 2100 – Prepare Seafood  |
| 800 – Follow Standardized Recipes | 2200 – Demonstrate Skill in Basic Baking Practices |
| 900 – Demonstrate Knowledge of Nutrition | 2400 – Plan and Cost Menus  |
| 1000 – Prepare Breakfast Foods | 2500 – Perform Institutional Food Service Procedures |
| 1100 – Demonstrate Knowledge of Beverages | 2600 – Perform “Front of the House” Operations |
| 1200 – Prepare Vegetables and Fruits | 2700 – Perform Dining Room Service |
| 1300 – Prepare Pasta and Rice | 2800 – Demonstrate Skill in the Use of a Personal Computer |
| 1400 – Prepare Cheese |  |

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| **High School Courses Recommended For Career And Technical Education Students** |
| **9th Grade** | **10th Grade** | **11th Grade** | **12th Grade** |
| English I | English II | English III | English IV |
| Algebra I or Geometry | Geometry or Algebra II | Algebra II, Trigonometry or Pre-Calculus | Pre-Calculus, Trigonometry or Calculus |
| Biology I | Chemistry I | Physics | AP Science |
| Geography/State History | World History | American History | Economics/Government |
| Required Electives: PE, Art/Music, Foreign Language, Computer Technology | Required Electives: PE, Foreign Language, Computer Technology | Required Electives: PE | Required Electives: PE |
|  | **Career and Technology Scope and Sequence** | **Career and Technology Scope and Sequence** | **Career and Technology Scope and Sequence** |

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| **Program’s Math Skill Level** |
| * Students must be able to complete math curriculum (10th – 12th) that incorporates a basic understanding of fractions, percentages, weights (by scale and by volume), ration/proportion, making change, order of operations, and algebra formulas for baking, inventory, and associated management functions.
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| **Certifications/Licensures** |
| Pennsylvania Skills Certificate (NOCTI) | ServSafe Certificate of Competency – Food Protection Manager Certification (Valid for 5 Years) |

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| **Continuing Education/College Options** |
| **Articulation Agreements** | **Additional College/Continuing Education Options** |
| * **Bucks County Community College**
* **Commonwealth Technical Institute**
* **Community College of Beaver County**
* **Delaware County Community College**
* **Montgomery County Community College – Central Campus**
* **Pennsylvania College of Technology**
* **Westmoreland County Community College**
 | \\sctc.local\files\User_Data\Admin_Staff\mfoxwell\Downloads\Soar_logo_for_web_pg.pngStudents who complete the Culinary Arts curriculum can earn college credit. SCTC’s Culinary Arts program has articulation agreements with colleges across Pennsylvania through the SOAR program. For more information on the SOAR program, please visit: <http://www.techlinkpa.com> |

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| **Prerequisites, Safety, and Equipment Requirements** |
| * General knowledge about food service equipment and how to use it: including; knives, oven/range, hand tools, etc.
* Basic safety awareness with kitchen equipment.
* Problem-solving skills
 | * Uniforms include: Chef’s Coat, Chef’s Pants, Hat or Hair restraint, aprons, etc.
* All above items provided by the Culinary Class.
* Students are required to furnish Black or White Duty Shoes (NO Sneakers)
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| **Program Details** |
| * Theory Structure
	+ Instructor Lecture – approximately 3 hours per week
	+ Students work in large and small groups, read material provided by instructor, structured tests administrated by instructor
	+ Math Instructor – approximately 1 hour every other week
	+ Portfolio Instructor – approximately 9 hours per school year
 |
| * Textbook and Supplemental Reading Materials
	+ Culinary Concepts with Workbook – MAVCC (8th to 12th grade reading level)
	+ Culinary Techniques with Workbook – MAVCC (8th to 12th grade reading level)
	+ Reference: “Professional Cooking” by Wayne Gisslen, “Professional Baking” by Wayne Gisslen, and “On Cooking” by Labensky & Hause
	+ Various texts and printed materials
	+ Various electronic and internet materials
 |
| * Lab Experience
	+ 10th , 11th, & 12th grade students work in the restaurant and bakery
	+ Students work banquets and luncheons
	+ Students are also encouraged to get and keep part time jobs in the Culinary Arts field.
 |
| * Homework
	+ Students are expected to complete tasks in a given amount of time, if necessary, this may be done at home.
	+ All banquets and some luncheons are done outside the normal school day
	+ Assignments are also given as homework. (may include research on spices and herbs and other subjects of individual interest.)
 |
| * Co-op Requirements (Grades 11-12)
	+ Satisfactory attendance records.
	+ “C” average
	+ Instructor’s recommendation.
	+ Transportation
 |

# Appendix F – Course Syllabus

 **Somerset County Technology Center**

 **Culinary Arts Course Syllabus**

**INSTRUCTOR**

Ryan Jones

814-244-2359

rjones@sctc.net

**COURSE DESCRIPTION**

Culinary Arts is a huge field encompassing 29 million workers in North America. Through a rigorous program of study, the students are introduced to different aspects of: safety and sanitation of tools and equipment, receiving and storage of food products, preparation of stocks, soups and the mother sauces and many other topics. Upon completion of the three year course the student should be ready for an entry level cooking position, acceptance into a culinary school or entrance into a community college.

The CA course also covers the history of food from Auguste Escoffier to the fusion cuisine of the 1970’s to the contemporary kitchen and emerging cuisines. All students are encouraged to have and maintain a job in local restaurants. This helps them to see how they will be using the skills they are trying to master. By exposing students to the many types of foods and cuisines, the students can reach for the future in Culinary Arts. Through the SOAR (PDE – Students Occupationally and Academically Ready) program and individual articulation agreements the students and parents can see the possibilities available in universities, community colleges and Culinary Arts trade schools. There are no pre-requisites for this course.

**INSTRUCTIONAL PHILOSOPHY**

Students will learn basic measurement using weights and volumes. Along with communicating, reading and writing skills students are expected to handle customer relations, complex interaction with their peers and problem solving. To accomplish this, the students will participate in hands on activities as well as class demonstrations and class discussions. Students also participate in running the restaurant and bakery each week. Each week the students are assigned to a different job. All students must work in every area of the restaurant or bakery. New students are assigned with 2nd and 3rd year students to tackle jobs and create working teams. This helps students understand the importance of teamwork and what the job entails. Students complete approximately 4 research projects during the program. Each will be written to grade level research paper standards. Plus the students research recipes sites to gather new ideas for the restaurant and bakery.

**COURSE GOALS**

The students will participate in various job titles in cooking such as; head cook, lead cook, cooks helper, soup and sauce cook, grill master, and roaster. In commercial style baking the job titles are; head baker, baker, baker’s helper, donut maker and cake decorator. Students will also participate in working luncheons, banquets and sometimes in catering. The goals in Culinary Arts include but are not limited to;

1. Understanding the history of foods and how cuisines influence the world of Culinary Arts.
2. Learning the principles of Sanitation and Safety to the national standards (FDA Food Code), and producing food in a safe and efficient manner (HACCP System). (This includes the proper thawing of frozen foods and the handling of food items.
3. Utilizing and handling of tools, knives and equipment. (Includes using hand tools, knives and equipment in a safe manner).
4. Learning how to use a standardized recipe, increasing and decreasing a recipe, nutritional values of a recipe and diet.
5. Identification of the USDA food guide for “My Plate”.
6. Planning and preparing breakfast foods, (meats, cheeses, egg dishes, potatoes, pancakes, French toast, waffles, crepes, and breakfast beverages).
7. Preparing of vegetables, fruits and starches (including rice and pastas). Preparation of salad and salad dressings. Use of the salad bar and buffet bar.
8. Identifying and preparation of beef, pork, veal, poultry, seafood and lamb.
9. Executing basic and advanced baking including; cookies, bars, cakes, pies, tarts, custards, puddings and cake doughnuts. Decorating of cakes, pies and cookies.
10. Management of restaurants and bakeries including; variety of menu, customer service, costing of products, etc.
11. Front of the house operations, waiting on customers, cashing out customers calculating the register drawer at the end of the day.
12. Use of the POS (Point Of Service) system (Touch Screen) and the use of hand helds when they become available.

**MAJOR PROJECTS AND ASSIGNMENTS**

First year students have two assignments that are of major significance. The first is the passing of all Safety Competencies with 100% accuracy. Students cannot move on to use any of the equipment without these mastering competencies. The second major assignment is to do a research paper on a spice or an herb. The work should be completed in the classroom and as part of the homework assignment. Second year students work on the spice paper but incorporate the spice into five recipes and cook or bake one of these recipes. The second year students evaluate the finished project with the instructor. The third year students must read and study for the ServSafe Certification. This included the taking of the ServSafe Certification Test (good for five years). The third year students are responsible for completing the discussion questions and also turning in their packets for evaluation by the instructor. The third year students are also involved in the planning of the menu and in working with the other students as team leaders.

**ASSESSMENT AND GRADING PLAN**

The students are graded on a 40%, 40% and 20% Plan (40% Theory, 40% Performance and 20% 21st Century Skills). The students at all level complete their grading plans at the beginning of each marking period. These grading plans include the competencies to be completed by the students. Students must be working at the entry level for the Culinary Industry to obtain an A or B. This assessment is set by the OAC (Occupational Advisory Committee). The committee sits down with the instructor and determines what skills an entry level worker should have to make it in the industry. Once the instructor formulates the plan to cover the competencies necessary for completion of the program then the OAC is asked to approve the plan.

The plan includes guide sheets that describe how to accomplish the competencies and the method of grading. The guide sheets tell students what tools and equipment are necessary to complete the tasks.

Make-up work is done in the following manner; a student that misses a test or an assignment has one week to make up the work. If not, they will not be awarded full credit and must repeat the assignment. If a students’ grade falls below a “C” the instructor will call the student’s parents and discuss the student’s progress and possible solutions to raising the grade.

A student, who does not complete quality work, will do the assignment under the direct supervision of the instructor, to be sure all steps are followed and a quality produce is produced. The student then will be awarded credit for all completed competencies.

When a student completes the program, they are ready for the NOCTI test (National Occupational Competency Testing Institute). This test measures the students’ ability in the areas of Hands-on Cooking (practical) and Theory (through written testing). The NOCTI judges are chef’s from local restaurants (some are former students) that evaluate the student’s abilities. Students’ also have the option of testing for the ServSafe Certificate. This certificate is good for five years in the USA and twenty other countries.

**Grading Distribution**

|  |  |  |
| --- | --- | --- |
| A | 90-100%\* | Consistently demonstrates an advanced level of quality work. Demonstrates mastery in completing assignments. All components of work are complete. |
| B | 80-89%\* | Consistently demonstrates an above average level of quality work. Demonstrates competence in completing assignments. Most of the components of the work are complete. |
| C | 70-79% | Demonstrates a proficient level of quality work. Shows recognition and comprehension of assignments. Some of the components of the work are incomplete. |
| D | 60-69% | Demonstrates a basic level of quality work. Shows limited understanding and comprehension of assignments. Several of the components of the work are incomplete. |
| F | Below 60% | Demonstrates a below basic level of quality work. Shows little understanding and comprehension of assignments. Many of the components of the work are incomplete. |

\*Denotes Students working at or above Culinary Industry Standards

**COURSE SYLLABUS SIGNATURE**

Many of our students have gone on to be very successful Culinary Arts members.

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have read and understand the intent of the Culinary Arts Syllabus.

Students Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructors Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Appendix G – Lesson Planning

## IUP Lesson Plan Format

*Course name:*

*Program and level:*

*Instructor:*

*Competency/Task (Name and number if appropriate):*

*Date the plan will be used:*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructional Objectives**

* Write complete objectives for this lesson -- include the condition, performance, and criteria.

**Academic Standards**

* Identify **academic standards** that this lesson addresses.
	+ List the specific information for each standard listed: academic area, category, and grade level. For example: *Speaking and Listening, 1.6.11A -- listen to others, ask clarifying questions, synthesize information, ideas and opinions to determine relevancy, take notes.*
* **Activities Used to Integrate the Standards**
	+ List the specific learning activities you plan to use to integrate the standard into the instruction.

**NOCTI Integration**

* Explain how the lesson will address NOCTI requirements. List vocabulary, equipment, or task information as appropriate.

**New Vocabulary**

* What new terms and vocabulary are included in this lesson?

**Instructional Aids/Resources/Materials**

For Teachers:

* List resources (books, articles, websites, etc.) that you used to plan the lesson and enhance your understanding of the topic.
* List instructional aids, materials, and resources that you need to teach the lesson including audio-visual aids and equipment, technology, outside speakers, student texts, materials, and teacher-made resources.
* Include materials that you adapted to meet requirements of students' IEPs or to facilitate instruction.
* Attach all handouts and teacher-created materials.

For Students:

* List all materials that students will need for this lesson including materials for application/guided practice such as tools, electronics, writing instruments, textbooks, personal protective equipment, etc.

**Instruction**

**Introduction (estimated time)**

The main purpose of the introduction is to capture students' attention and interest in what you are going to teach.

* Use an attention grabber to gain students' attention (personal experience, description of a "worst case scenario" related to the topic, etc.).
* Think about how you can motivate students to become interested in the day's lesson.
* Tell students the objectives for the lesson.
* Relate today's lesson to past and future lessons and to real life experiences.
* Involve your students as much as possible.

**Content Presentation (estimated time)**

The purpose of the content presentation is to present the information that students need to know in order to accomplish your objectives for the day's lesson.

* Use a variety of strategies to present the new concepts that will have your students actively involved.
* This is the "body" of the lesson.
* Include a detailed outline of information to be presented including the related activities that students will use to learn the information.
* Plan for the lesson to be sufficiently detailed so that a peer could teach it without further instructions.

**Check for Understanding (estimated time)**

The main purpose for checking for understanding is to make sure students learned the information that you intended for them to learn and they are ready to apply and practice what you taught.

* Use strategies that will help you to be sure those students are focused on the important points of the instruction.
* List the questions you will ask to check for student comprehension. Include questions that will require students to think and respond at higher levels of thinking. Use what-if scenarios, etc.
* Ask students questions to prompt their recollection of the key points from the instruction.
* Tie today's lesson with future lessons, if applicable.
* Involve your students as much as possible -- don't just summarize the lesson for them.

**Application/Guided Practice (estimated time)**

The purpose of the application/guided practice section is so students can practice -- with hands-on activities -- what you want them to learn.

* Think about the best way to have students apply or practice -- under your supervision -- what they learned in the content presentation.
* Students need to be able to make the connection between the content and the actual "doing" -- the application of the content.
* Plan to move around the room observing students practicing, commending students that are "getting it", answering questions, or further instructing individual students who are having difficulty. As stated in Tools for Teaching by Fred Jones, "Praise, Prompt, and Leave.
* Remember that guided practice is a very useful step in instructional planning as it gives teachers an opportunity to see if their direct instruction was effective.

**Accommodations/Adaptations**

* Explain how you will adapt instruction to accommodate students' IEPs and learning styles.
* Explain any special seating or grouping arrangements you need to make to accommodate for students.
* Explain if supplemental instruction by learning support teachers or assistance from classroom aids is indicated.

**Assessment/Evaluation**

Student Assessment:

* Effective teachers monitor and evaluate their instruction. Answer the question, "How will I know if my students understood today's lesson?"
* Be sure that the evaluation method always matches the instructional objective.
* Assessment can be formal or informal, formative or summative. The assessment may sometimes be -- but most often should not be -- a test.
* Most lessons do not include a formal assessment. More frequently, an informal assessment is done -- Did the class follow me? How well did they respond to my questions? Did they pay attention? Were they able to do the follow-up work?

**Teacher Reflection** (complete this section ***after*** the lesson is taught):

* Identify and list three strengths of this lesson.
* Identify and list three elements or areas that need improvement.

Based on the guided practice and student evaluation portions of this lesson, identify any students (use initials, not names) who were not successful in meeting the stated objectives. Indicate how shortcomings will be addressed with these students to ensure success.



# Appendix H – Grading Plan

To assist you in your progression through the curriculum, you are individually assigned an anticipated number of competencies to be completed each quarter. Plans are developed based upon the time frames on the guide sheets, keeping in mind how many are required to complete the curriculum in three years.

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Name:** |  | **Student Grade Level:** |  |
| **Instructional Area:** |  | **Grading Period:** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task Number** | **1st Unit Tasks (Task Description)** | **Completion Hours** | **Completion****Date** | **Grade** |
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| **Total Hours for the Nine Weeks** |  |  |  |

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| --- | --- | --- | --- | --- |
| **Task Number** | **2nd Unit Tasks (Task Description)** | **Completion Hours** | **Completion****Date** | **Grade** |
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|  |  |  |  |  |
| **Total Hours for the Nine Weeks** |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task Number** | **3rd Unit Tasks (Task Description)** | **Completion Hours** | **Completion****Date** | **Grade** |
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| **Total Hours for the Nine Weeks** |  |  |  |

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| **Task Number** | **4th Unit Tasks (Task Description)** | **Completion Hours** | **Completion****Date** | **Grade** |
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| **Total Hours for the Nine Weeks** |  |  |  |

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| --- | --- | --- | --- | --- |
| **Job Performance****Theme** | **Job** | **Completion Hours** | **Completion Date** | **Grade** |
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|  | **1st Nine Weeks Total Hours** |  |  |  |

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| --- | --- | --- | --- | --- |
| **Job Performance****Theme** | **Job** | **Completion Hours** | **Completion Date** | **Grade** |
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|  | **2nd Nine Weeks Total Hours** |  |  |  |

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| --- | --- | --- | --- | --- |
| **Job Performance****Theme** | **Job** | **Completion Hours** | **Completion Date** | **Grade** |
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|  | **3rd Nine Weeks Total Hours** |  |  |  |

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| **Job Performance****Theme** | **Job** | **Completion Hours** | **Completion Date** | **Grade** |
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|  | **4th Nine Weeks Total Hours** |  |  |  |

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| --- | --- | --- | --- | --- |
| **Bulletin Boards Month** | **Assignment** | **Completion Hours** | **Completion Date** | **Grade** |
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|  |  |  |  |  |
|  | **Total Bulletin Board Hours** |  |  |  |

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| --- | --- | --- |
| **203 Develop a personal and professional portfolio.** | **Date Completed** | **Grade** |
| **Professional Cover Page** |  |  |
| **Table of Contents** |  |  |
| **Resume Cover Page** |  |  |
| **Cover Letter** |  |  |
| **Resume** |  |  |
| **References** |  |  |
| **Transcripts/Certifications Cover Page** |  |  |
| * Transcripts
 |  |  |
| * First Aid/CPR Certification (card copies)
 |  |  |
| * Copies of Clearances, Awards, and Certificates
 |  |  |
| **Work Experience Cover Page** |  |  |
| * Enchanted Kingdom Explanatory Paragraph
 |  |  |
| * Scrapbook Page 1st Nine Weeks
 |  |  |
| * Scrapbook Page 2nd Nine Weeks
 |  |  |
| * Scrapbook Page 3rd Nine Weeks
 |  |  |
| * Scrapbook Page 4th Nine Weeks
 |  |  |
| * Any other work experience with explanatory paragraph(s)
 |  |  |
| **Community Service/Club Pictures** |  |  |
| * Explanatory paragraph(s) for each picture
 |  |  |
| **Other** |  |  |
|  |  |  |
|  | **Total Hours** | **5.0** |

|  |  |  |
| --- | --- | --- |
| **Employability – 1st Nine Weeks** | **Date Completed** | **Grade** |
| Week 1 Notes:  |  |  |
| Week 2 Notes: |  |  |
| Week 3 Notes: |  |  |
| Week 4 Notes: |  |  |
| Week 5 Notes: |  |  |
| Week 6 Notes: |  |  |
| Week 7 Notes: |  |  |
| Week 8 Notes: |  |  |
| Week 9 Notes:  |  |  |

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| --- | --- | --- |
| **Employability – 2nd Nine Weeks** | **Date Completed** | **Grade** |
| Week 1 Notes:  |  |  |
| Week 2 Notes: |  |  |
| Week 3 Notes: |  |  |
| Week 4 Notes: |  |  |
| Week 5 Notes: |  |  |
| Week 6 Notes: |  |  |
| Week 7 Notes: |  |  |
| Week 8 Notes: |  |  |
| Week 9 Notes:  |  |  |

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| --- | --- | --- |
| **Employability – 3rd Nine Weeks** | **Date Completed** | **Grade** |
| Week 1 Notes:  |  |  |
| Week 2 Notes: |  |  |
| Week 3 Notes: |  |  |
| Week 4 Notes: |  |  |
| Week 5 Notes: |  |  |
| Week 6 Notes: |  |  |
| Week 7 Notes: |  |  |
| Week 8 Notes: |  |  |
| Week 9 Notes:  |  |  |

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| --- | --- | --- |
| **Employability – 4th Nine Weeks** | **Date Completed** | **Grade** |
| Week 1 Notes:  |  |  |
| Week 2 Notes: |  |  |
| Week 3 Notes: |  |  |
| Week 4 Notes: |  |  |
| Week 5 Notes: |  |  |
| Week 6 Notes: |  |  |
| Week 7 Notes: |  |  |
| Week 8 Notes: |  |  |
| Week 9 Notes:  |  |  |

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| --- | --- | --- |
| **Clinical Experiences** **(specify location and address)** | **Signed Documentation Submitted with Date(s)****(specify contact person and phone number)** | **Number of Hours** |
| **Infant and Toddler** |  |  |
| **Preschool**Somerset County Technology Center281 Technology DriveSomerset, PA 15501 | Hour Verification SheetsAll turned in Yes or NoMrs. Lynn Clement814.443.3651 Ext. 6154 |  |
| **Any Additional Preschool** |  |  |
| **Elementary School and Special Needs** |  |  |
|  | **Total Number of** **Hours for the Year** |  |

The instructor has explained the minimum competencies that I am required to complete this grading period in order to be successful in my career and technical area. I understand and agree that this is the minimum expected of me for the upcoming nine weeks.

|  |  |  |  |
| --- | --- | --- | --- |
| **Signature of Student:****1st Nine Weeks** |  | Date: |  |
|  |  |  |  |
| **Signature of Student:****2nd Nine Weeks** |  | Date: |  |
|  |  |  |  |
| **Signature of Student:****3rd Nine Weeks** |  | Date: |  |
|  |  |  |  |
| **Signature of Student:****4th Nine Weeks** |  | Date: |  |

# Appendix I – Grading Policy

**Grading Policy**

The intent of the grading procedure is to provide a percentage grade that accurately reflects the student proficiency in a given marking period. It is required that the grades of SCTC students reflect evaluation in three areas: Knowledge, Skill Performance, and Employability Skills.

*Grading Plans* – To help students progress through the curriculum, students are individually assigned an anticipated number of tasks to be completed each quarter, keeping in mind how many are required to complete the curriculum in three years.

*Procedure for Computing Grades* – When computing grades, three major areas will be considered. They are theory/knowledge, skill performance, and employability skills.

**Theory/Knowledge (40% of total grade)**

Theory grade will be composed of the following:

* Written and/or oral test and quizzes
* Written/oral reports
* Homework assignments
* Understanding safety practices
* Essays/projects
* Theory competencies
* Any other assignment used to demonstrate a student’s knowledge of technical and related information

**Skill Performance/Performance Objectives (40% of total grade)**

This portion of the grade will be determined by the number of completed competencies. The competencies assigned to the student will be based on the student’s career objective. These competencies will be documented and rated by the instructor using the appropriate rubric. Areas involved in the assessment of the competency are:

* Demonstration of safety practices
* Projects
* Basic skill competencies
* Procedures
* Operation of tools and equipment
* Experiments

**Employability Skills (20% of total grade)**

This portion of the grade will be determined by the willingness of the student to adhere to school and industry standards. Employability skills should be evaluated to encourage behavior that will assist the student in obtaining and/or retaining employment. Factors required when grading appropriate employability skills are:

* Works independently and as a team member
* Takes initiative (Works without need for constant supervision and direction)
* Has positive attitude towards work/learning
* Remains on task and follows through to completion
* Is prepared for class (Has proper dress/uniform, tools and equipment, etc.)
* Participates in all class activities including clean-up in a professional manner
* Respects the rules and regulations of the classroom and school
* Respects the rights of others
* Completes all assignments by the due date
* *Students’ grades cannot be based on attendance or used as punishment for a disciplinary problem. Teachers cannot deduct points from total points already achieved.*

*Cooperative Education Program - Grade*

* The number of days per week a student is on co-op will be multiplied by 20%; the calculated percentage equates the percentage of the nine weeks grade based upon the employer’s evaluation
* The number of days per week a student attends SCTC will be multiplied by 20%; the calculated percentage equates the percentage of the student’s nine week grade based upon school work

*Grading Scale*

A 100 - 90

B 89 - 80

C 79 - 70

D 69 - 60

F 59 - 0

*Make-up Work* – It is the responsibility of the student, upon returning to school, to contact the instructor for missed assignments.

Students with unexcused and illegal absences will not be permitted to make-up work; students will receive a zero for these assignments. Even though a zero is assigned the student is still responsible for satisfactorily completing any mandatory competency requirements or an incomplete grade will be given for the nine weeks.

Students with excused absences will be granted make-up privileges that may require the students to take work home. Time limit of make-up work will be equal to the number of days absent plus one, starting the day the student returns. Exceptions can be made in cases of extended illnesses. All make-up work not turned in will receive a failing mark for that particular assignment. However if the instructor determines that the make-up work is a competency requirement, the student must still complete the work satisfactorily to avoid an incomplete for the grading period. If a student missed more than one day and during that absence missed a test/quiz it is unreasonable to make that student take the test/quiz on the day they return to school. Students will be allowed at least one day to study before making up a test/quiz.

*Calculation of Final Grades* – To compute a final grade the four grading periods are averaged together. Any student earning a yearly percentage grade lower than 60%, will not be permitted to return to the same program the following year, or receive credit for that year on their senior certificate.

Incomplete “I” grades are issued to students who have not completed all assigned work by the end of the nine weeks. Incomplete grades must be changed within 10 school days or an F will replace the “I”. Incomplete grades will not be issued the last nine weeks; all work must be turned in by the last day of school.

**Inquiries about this policy or appeals of any grades awarded to a student should be made first to the student’s instructor then to the Assistant Administrator.**

**Guidance: Student Services**

Somerset County Technology Center’s student services department incorporates counselors that assist students with questions related to educational plans, study skills, career plans, personal plans, and any other individual concerns.

The counselors assist students through individual or small group conferences. The help received could include the following:

* Appraising academic strengths and weaknesses, reviewing study habits, choosing courses, planning for future education, and similar matters.
* Assessing aptitudes and interests, exploring career possibilities, obtaining occupational information, choosing or changing career objectives.
* Obtaining information pertaining to the availability of outside agencies for personal therapy, personal counseling, vocational rehabilitation, and other specialists available to the counselor.
* Tutoring services can be requested by the student, parent, and instructor to provide success in the program area. Tutoring is provided by instructional aides.
* Students who wish to change program areas will meet with the guidance counselor for a conference and may complete a career interest inventory to determine which program area best fits that student’s career goals.

# Appendix J. – Employability Rubric

|  |  |
| --- | --- |
| **Class Participation****(Social & Cross Cultural Skills)** | 1. Participates in all class activities including clean-up in a professional manner.
2. Works independently
3. Works as a team member.
 |
| **Attitude****(Flexibility & Adaptability)**  | 1. Has a positive attitude towards work/learning.
2. Respects the rights of others.
3. Takes initiative (Works without need for constant supervision and direction.)
 |
| **Time Management****(Initiative & Self-Direction)** | 1. Time on task is exemplary, and follows through to completion.
 |
| **Readiness****(Leadership & Responsibility)** | 1. Is prepared for class. (Has proper dress/uniform, tools and equipment, etc.)
 |
| **Assignment Completion****(Productivity & Accountability)** | 1. Completes all assignments by the due date.
 |
| **Safety** | 1. Always respects the rules and regulations of the classroom and school.
 |

# Appendix K – Glossary of Terms

**Career Education and Work Standards (CEW**) – Located at <http://pacareerstandards.com/>, the Career Education and Work Standards, Chapter 4 of Title 22, are part of the State Board of Education’s regulations of required education for all students in Pennsylvania. The Career Education and Work Standards address four areas of knowledge: Career Awareness and Preparation, Career Acquisition (Getting a Job), Career Retention and Advancement, and Entrepreneurship

**Competency** - A complete sentence that indicates the conditions under which a student will perform a task, the statement that identifies the task, and the expected level of performance of that task that demonstrates mastery. See the Curriculum Plan for examples of competency statements.

**Cycle of Inquiry** – The process of collaboratively examining data, framing questions, implementing instructional changes, examining the new data and continuing this process for ongoing improvement.

**Documentation Year**: Teacher assembles evidence of professional growth and writes new IPDP. Teacher and Administrator meet to review evidence of professional growth, new IPDP.

**Formal Observation** – Pre-scheduled observations of a teacher’s work, with clear objectives and goals. These result in written summary reports.

**Formative Assessment** – The process of self and peer assessment for the purpose of on-going professional growth.

**Essential Question** – The significant learning that the student should have at the conclusion of a lesson posed in the form of a question, such as “How do the procedures for using oil- and water-based paints differ?” or “What symptoms might a patient present to indicate a diagnosis of diabetes?”

**Individual Professional Development Plan (IPDP)** – The plan developed by the teacher for the purposes of participating in a Differentiated Supervision Plan.

**Informal Observation** – Scheduled or unscheduled observations of a teacher’s work. Informal Observations should be followed up with written documentation to the teacher. These do not require a pre- or post-observation conference, but written documentation of what was observed should be provided to the teacher.

**Improvement Plan** – A plan developed by an administrator for purposes of helping a teacher with current documentation of unsatisfactory performance.

**Lesson Plan** – See the Curriculum Plan for a sample lesson plan; a series of components that describe the content being taught, how it is being taught and learned, and how it is being assessed.

**Mentor** – A trained teacher who assists teachers new to the school or new to teaching.

**Non-teaching Professional** – A certified professional who has responsibilities that do not include planning instruction aligned to their area of certification, delivering instruction, and assessing instruction, or who does so infrequently enough that it is not considered a significant position assignment. Examples include school counselor, academic integration coach, our special education resource people.

**Peer Coaching** – A collaborative process where two teachers study each other’s work for the purpose of providing non-judgmental feedback, and learning from each other.

**Peer Observation** – An informal process where a peer observes a teacher’s classroom to provide non-judgmental feedback for the purpose of improving classroom instruction.

**Pre-Observation Conference** – A conference between the teacher and administrator prior to any formal observation for the purpose of reviewing information regarding the lesson to be observed.

**Post-Observation Conference** – A conference between the teacher and administrator after each formal observation for the purpose of providing feedback to the teacher and gathering additional information as necessary.

**Professional Goals** – Improvement goals for the evaluation cycle developed by the teacher and approved by the administrator.

**Professional Evidence** – Evidence developed and maintained by the teacher to support his/her professional growth and attainment of goals set in his/her professional development plan. This may be the same evidence used for the teacher’s Individual Professional Development Plan. Professional Evidence is also used for the purpose of evaluation.

**Program of Study (POS)** – The series of minimum knowledge and skills that comprise a career and technical program area as defined by the Pennsylvania Department of Education, Bureau of Career and Technical Education. See the Curriculum Plan for sample POS task lists.

**Reflection** – The thoughtful analysis of the various aspects of teaching, including how well the students learned the lesson, with subsequent ideas on how to further improve one’s professional practice.

**Rubric** – A scoring guide that includes criteria and performance descriptions at different levels on each domain.

**Self – Assessment** – A comprehensive reflective statement written by the teacher which assesses the teacher’s attainment of goals established in his/her professional development plan, according to the rubrics.

**Summative Evaluation** – A document written by the administrator that includes a description of performance based on the domains and a summary of professional growth and development as evidenced by progress towards, or attainment of established professional development goals. The summative evaluation will be written at the conclusion of the evaluation cycle for both new and veteran teachers.

**Task** – A statement of what the student will know or do to demonstrate understanding. Tasks are normally taken directly from the Program of Study (POS) task list approved and provided by the PDE. See the Curriculum Plan for sample POS task lists.

**Teaching Professional** – A certified teacher who plans lessons aligned to their area of certification, provides direct instruction, and assesses instruction against approved standards. Examples includes all career and technical classroom teachers, all academic teachers with students on an assigned roster, our cooperative education coordinator (teaches weekly lessons), and our career counselor (assigned to the school districts to provide direct instruction to students regarding the CEW standards).

# Appendix L – CTC Level Plan

**Action Plans**

**Goal #1**: Establish a system within the school that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, content resources and business and industry resources) aligned with academic and industry-related standards are fully accessible to teachers and students.

**Indicators of Effectiveness:**

Type: Annual

Data Source: PIMS Data Submissions

Specific Targets: Improved POS completion rate of graduating students which will be based upon PIMS Data.

***Strategies:***

*Curriculum, Instruction and Assessment*

**Description:**

Develop a three-year plan to improve curriculum instruction and assessment with research-based practices to improve POS completion rates for all SCTC programs.

SCTC will use the following resources to create professional development sessions:

* TAP
* SREB
* Curriculum Mapping
* PA Common Core Standard Alignment
* MAX and other research-based instructional strategies
* Syllabi implementation
* 21st century skills
* Creating authentic assessments

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

***Implementation Steps:***

*Curriculum*

**Description:**

Instructors will develop a curriculum map that will organize their program of study for 720 hours of instruction with an additional 360 hours of project-based learning and/or a cooperative education plan.

**Start Date:** 8/30/2016 **End Date:** 6/3/2019

**Program Area(s):** Professional Education

**Supported Strategies:**

* Curriculum, Instruction and Assessment

*Instruction*

**Description:**

Instructors will review, revise and implement their respective course syllabus on a yearly basis.  Instructors will learn and apply instructional strategies that promote mastery of content to meet curriculum objectives. Instructors will cross-walk their academic standards from the national common core to the PA common core. The instructors will revise existing curriculum documentation to reflect the modified/updated curriculum sections.

**Start Date:** 8/30/2017 **End Date:** 6/3/2019

**Program Area(s):** Professional Education, Special Education, Gifted Education, Educational Technology

**Supported Strategies:**

* Curriculum, Instruction and Assessment

*Assessment*

**Description:**

Instructors will identify and implement types of assessments. Instructors will demonstrate competence in the construction of various diagnostic, formative, and summative assessments. Instructors will develop a set of formal and informal assessments that measure student achievement of their respective POS. Instructors will be required to use applications and software to create assessments.

**Start Date:** 8/29/2018 **End Date:** 6/3/2019

**Program Area(s):** Professional Education, Special Education, Gifted Education, Educational Technology

**Supported Strategies:**

* Curriculum, Instruction and Assessment

**Goal #2**: Establish a system within the school that fully ensures each member of the school community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Indicators of Effectiveness:**

Type: Annual

Data Source: OAC (Occupational Advisory Committee) Membership datasheet, OAC Meeting Minutes, Joint Operating Committee Meeting Minutes

Specific Targets: Improved percentages of new membership and meeting attendance.

***Strategies:***

*Instructor-based Initiatives*

**Description:**

According to the BCTE resource, Establishing and Operating Effective Occupational Advisory Committees, and in accordance with Chapter 339, effective OACs have 10-20 members. SCTC instructors will increase membership by adding at least two members who are relevant to PDE's approved program evaluation requirements. SCTC Instructors will also increase attendance at the OAC meetings utilizing written, verbal, and electronic communications.

**SAS Alignment:** None selected

***Implementation Steps:***

*Increase OAC Membership*

**Description:**

Established an initiative for implementation in the 2015-16 school year which required all program area instructors to increase OAC membership by at least two new members from business/industry who are potential employers. Provided relief time for instructors to conduct site visits for the purpose of recruiting new members. SCTC has established lunch meetings with area service organizations; the focus of these lunch meetings is to provide attendees with program information and an extensive school tour. Four of our 12 monthly PAC meetings are held at local business and industry sites.

**Start Date:** 8/27/2015 **End Date:** 6/6/2016

**Program Area(s):** Student Services

**Supported Strategies:**

* Instructor-based Initiatives

*Increase OAC Attendance*

**Description:**

At beginning of school year, Administration chooses dates for the Fall and Spring OAC meetings. Save the Date cards are prepared and sent by Support Personnel. Approximately three weeks prior to the meeting date, invitation letters are sent. Invitation letters are followed up by instructor phone calls to any member who does not RSVP. A few days prior to the meeting the instructors call all members to remind them to attend the meeting and reinforce how valuable their input is to program planning.

**Start Date:** 8/27/2015 **End Date:** 6/6/2016

**Program Area(s):** Student Services

**Supported Strategies:**

* Instructor-based Initiatives

**Goal #3**: Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

**Indicators of Effectiveness:**

Type: Annual

Data Source: PIMS Data, Perkins Indicator

Specific Targets: Improved percentage of participation in PDE's post-graduation survey.

***Strategies:***

*Student Information Sessions*

**Description:**

Guidance Counselor will conduct three information sessions with the senior class.

**SAS Alignment:** None selected

***Implementation Steps:***

*Session One*

**Description:**

Guidance Counselor will conduct a career and program related session. During this session, students plan their career objective, senior-year requirements, and post-graduate plans.

**Start Date:** 9/1/2015 **End Date:** 10/30/2015

**Program Area(s):** Student Services, Educational Technology

**Supported Strategies:**

* Student Information Sessions

*Session Two*

**Description:**

Set a percentage pass rate goal for NOCTI/NIMS assessment. Discuss the correlation between passing the NOCTI/NIMS and post-graduate opportunities including the SOAR program.

**Start Date:** 1/4/2016 **End Date:** 1/29/2016

**Program Area(s):** Student Services, Educational Technology

**Supported Strategies:**

* Student Information Sessions

*Session Three*

**Description:**

In this session, students will complete the Lifetrack Senior Exit Survey and they will be shown a sample Post-Graduate PDE Survey letter and given an explanation of how the survey results impact CTC functions.

**Start Date:** 5/2/2016 **End Date:** 5/20/2016

**Program Area(s):** Student Services, Educational Technology

**Supported Strategies:**

* Student Information Sessions

## Professional Development Implementation Step Details

|  |  |  |
| --- | --- | --- |
| **LEA Goals Addressed:**  | **#1 Establish a system within the school that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, content resources and business and industry resources) aligned with academic and industry-related standards are fully accessible to teachers and students.** | **Strategy #1: Curriculum, Instruction and Assessment** |
|  |  |  |  |
| **Start** | **End** | **Title** | **Description** |
| 8/30/2017 | 6/3/2019 | Instruction | Instructors will review, revise and implement their respective course syllabus on a yearly basis.  Instructors will learn and apply instructional strategies that promote mastery of content to meet curriculum objectives. Instructors will cross-walk their academic standards from the national common core to the PA common core. The instructors will revise existing curriculum documentation to reflect the modified/updated curriculum sections. |
|  | **Person Responsible** | **SH** | **S** | **EP** | **Provider** | **Type** | **App.** |
|  | All Instructors, Administration | 2 | 1 | 1 | MAX Teaching and Learning | For Profit Company | Yes |
|  |
|  | **Knowledge** | Instructional Best Practice Literacy Strategies |
|  |  |  |
|  | **Supportive Research**  | MAX Teaching with Reading and Writing: Classroom Activities for Helping Students Learn New Subject Matter While Acquiring Literacy Skills by Dr. Mark A. Forget |
|  |  |
|  | **Designed to Accomplish** |
|  |  | For classroom teachers, school counselors and education specialists: | * Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
* Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
 |
|  |
|  |  | For school and district administrators, and other educators seeking leadership roles: | * Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
* Instructs the leader in managing resources for effective results.
 |
|  | **Training Format** | * Series of Workshops
 |  |
|  | **Participant Roles** | * Classroom teachers
* Principals / Asst. Principals
* New Staff
* Other educational specialists
 | **Grade Levels** | * High (grades 9-12)
 |
|  |
|  | **Follow-up Activities** | * Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
* Analysis of student work, with administrator and/or peers
* Creating lessons to meet varied student learning styles
* Lesson modeling with mentoring
 | **Evaluation Methods** | * Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
* Standardized student assessment data other than the PSSA
* Classroom student assessment data
* Review of participant lesson plans
 |