

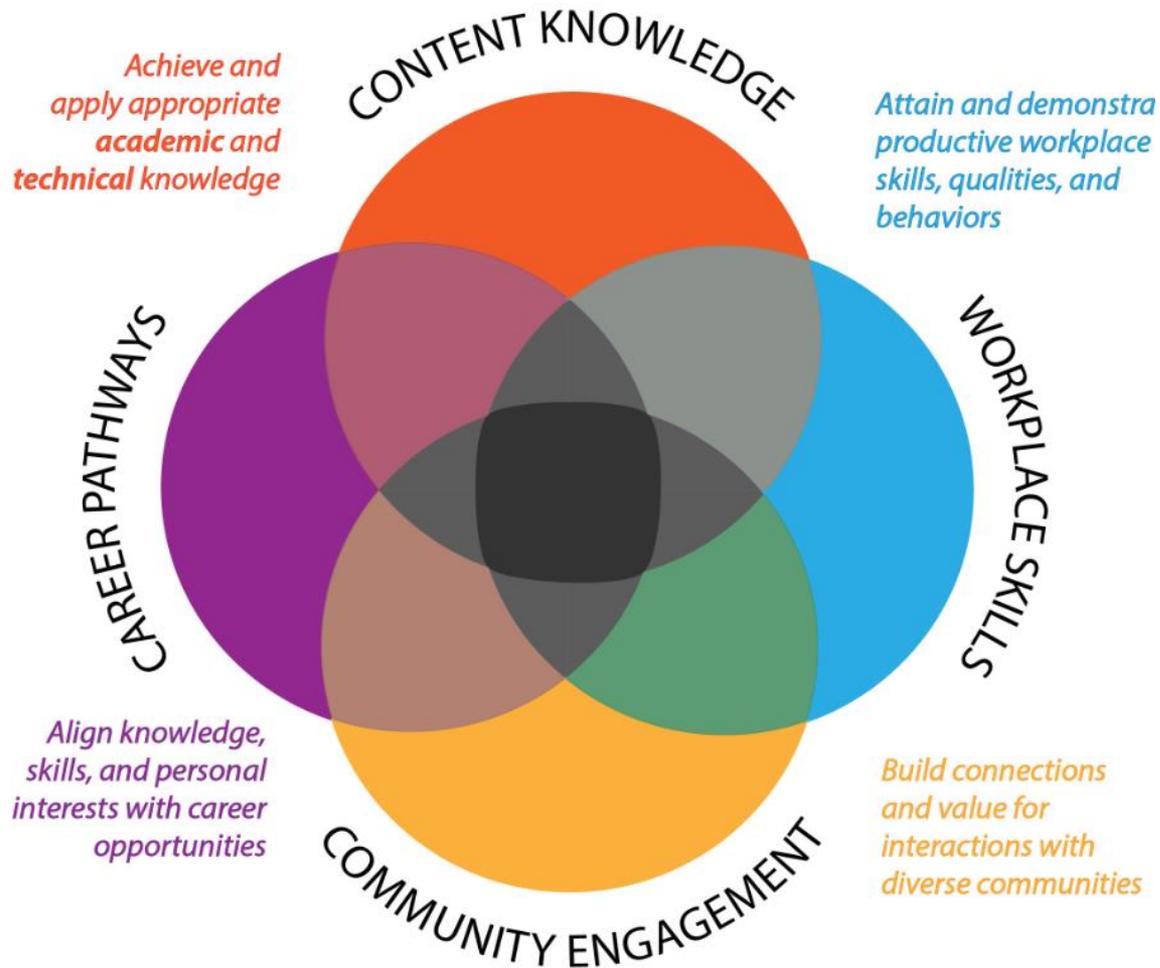
***Virginia Department of Education
Accountability Meeting***

Wednesday, October 21, 2015



VIRGINIA DEPARTMENT OF EDUCATION

In Virginia, the career-ready individual will, during his or her K-12 educational career:



In Virginia, the career ready individual:

CONTENT KNOWLEDGE

- Applies the knowledge and skills associated in the Standards of Learning performance expectations and career and technical education competencies
- Exhibits the content knowledge to successfully transition to credit-bearing postsecondary courses, work force training, apprenticeship opportunities, and/or directly into the workforce
- Demonstrates the content knowledge and skills necessary to compete in a global society for careers, college and community/ civic responsibilities

WORKPLACE SKILLS

- Attains and demonstrates productive work ethic and professionalism
- Uses effective communication and interpersonal skills to interact and collaborate both individually and in groups and teams
- Implements workplace readiness skills of personal qualities and professional knowledge in a variety of settings and audiences (e.g., think critically, coherently, creatively; direct and evaluate own learning; problem solve; exhibits intellectual curiosity, flexibility, self-advocacy, responsibility)

COMMUNITY ENGAGEMENT

- Makes connections and involvement in their communities through altruistic opportunities
- Demonstrates self-advocacy with consideration of others, behaves honestly and ethically, takes responsibility for actions, attends to personal health and wellness
- Shows respect for diversity of individuals, groups and cultures in words and actions

CAREER PATHWAYS

- Evaluates and prioritizes career opportunities aligned with personal interests and skills
- Sets goals for career, school and life and has knowledge of a variety of pathways, course work, and requirements to achieve these goals
- Develops a foundational set of skills to adapt to changing global and workplace opportunities and careers



Experiences that support and promote Career Ready for Virginia's Graduates



Content Knowledge

- Applies the knowledge and skills associated in the Standards of Learning performance expectations and career and technical education competencies
- Exhibits the content knowledge to successfully transition to credit-bearing postsecondary courses, work force training, apprenticeship opportunities, and/or directly into the work force
- Demonstrates the content knowledge and skills necessary to compete in a global society for careers, college, and community/civic responsibilities

Experiences that allow students to gain the knowledge and skills: Blended courses (academic and technical), authentic workplace experiences that require application of knowledge/skills, portfolio development/capstone projects that addresses solutions to real-world problems, project-based learning experiences, completion of online or in-person postsecondary courses

Workplace Skills

- Attains and demonstrates productive work ethic and professionalism
- Uses effective communication and interpersonal skills to interact and collaborate both individually and in groups and teams
- Implements workplace readiness skills of personal qualities and professional knowledge in a variety of settings and audiences (e.g., think critically, coherently, creatively; direct and evaluate own learning; problem solve; exhibits intellectual curiosity, flexibility, self-advocacy, responsibility)

Experiences that allow students to gain knowledge and skills: Structured internships or apprenticeships, collaborative projects that address real-world problems and develops a solution presented to a panel of community reviewers

Community Engagement

- Makes connections and involvement in their communities through altruistic opportunities
- Demonstrates self-advocacy with consideration of others, behaves honestly and ethically, takes responsibility for actions, attends to personal health and wellness
- Shows respect for diversity of individuals, groups, and cultures in words and actions

Experiences that allow students to gain knowledge and skills: Community service projects that would be presented to a panel of community reviewers, internships and apprenticeships for local government or nonprofit organizations, peer outreach and mentorship opportunities, advocacy for community issues

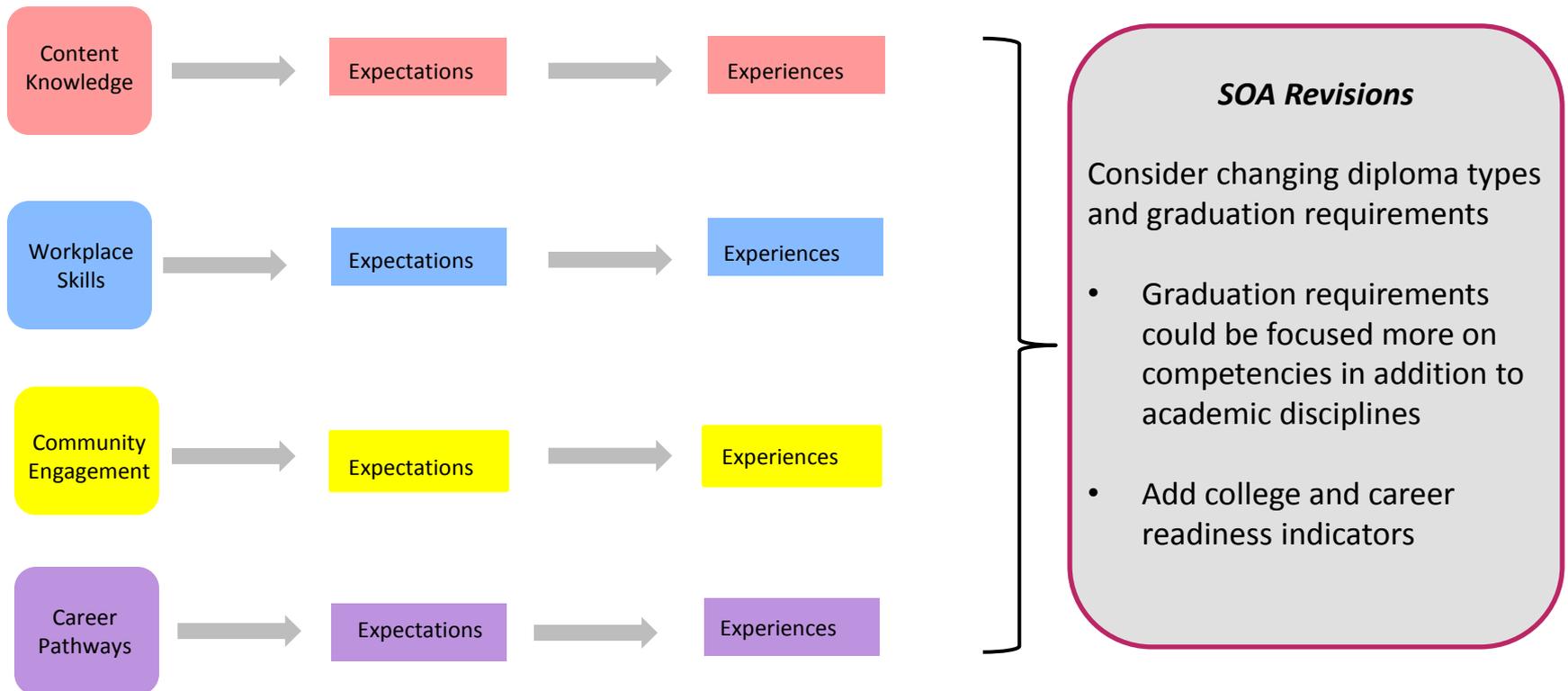
Career Pathways

- Evaluates and prioritizes career opportunities aligned with personal interests and skills
- Sets goals for career, school, and life and has knowledge of a variety of pathways, course work, and requirements to achieve these goals

- Develops a foundational set of skills to adapt to changing global and workplace opportunities and careers
- Experiences that allow students to gain knowledge and skills:*** Workplace visits for students (take a student to work day), virtual visits to other countries, projects exploring careers of interest, students codeveloping an individual learning plan that maps out grades 9-12 that aligns with their interests



Standards of Accreditation



Definition of “Class Period”

Current Definition

“Class period” means a segment of time in the school day that is approximately 1/6 of the instructional day.

Recommendation

“Class period” means a segment of time in the standard school day that is allocated to a course of study, lessons, or activities. The segment of time is determined by a division’s approved class schedule configuration.



Definition of “Planning Period”

Current Definition

“Planning period” means one class period per day or the equivalent unencumbered of any teaching or supervisory duties.

Recommendation

“Planning period” means one class period per day, or the equivalent in minutes, in a standard school day, unencumbered of any teaching or supervisory duties. The amount of planning time each two weeks should be at least equal to the instructional time in one class over the same period of time. Planning periods are used for team and personal planning time.



Definition of “Laboratory Science”

“Laboratory science” means those secondary science courses where students directly investigate natural phenomena as a significant part of instructional time (minimum of 40 percent), along with discussions, simulations, and lectures. In laboratory experiences, students learn to manipulate real materials and equipment, think systematically, and work safely by developing research questions, designing and conducting investigations, collecting and analyzing data, engaging in argumentation, and drawing conclusions.

