



Individual Plan of Study Artifacts

Evidence that districts will use to demonstrate that they should earn the points associated with this item on the rubric, along with any decision criteria reviewers should use to evaluate.

Please submit a document for each element that includes an “outline/narrative” of each element’s subsections and clearly identifies the submitted artifact(s) tied to that subsection.

Please name the uploaded artifacts so that they reflect each sub element.

Element 1: Scope of IPS (IPS):

This includes all four of the elements of the IPS:

- Self-Reflection Inventory; enrolled courses align to student interests and goals; a seven-year plan of study (from 8th grade through two years postsecondary);
- Exportable Electronic Portfolio. This element ties to the goals of the institution and the practices that support the scope of the IPS.

E1.1: EACH student has an IPS in place.

Potential sources

- School has an electronic portfolio for each student that includes an IPS representing the journey of the student.

E1.2: Courses Aligned to Student Interest (Process)

Potential sources

- School administers and evaluates career interest inventories for all students to determine development of courses to address career interests of students.

E1.3: IPS Components

Potential sources

- School has an electronic record of students' responses to career interest inventories, courses completed, a postsecondary plan, and an electronic portfolio documenting the students' career interest path.

E1.4: Student Activities and Involvement in School and Community

Potential sources

- School offers a variety of activities for students to allow them to explore careers through the school and in the community. The school has an electronic record of students' involvement in school-centered and community-based activities.

E1.5: Postsecondary Planning

Potential sources

- School has an electronic record of a postsecondary plan for each student that is aligned with career interests and addresses associated credentials. A postsecondary financial plan (FAFSA, workshops, scholarships) is included as part of the student's IPS.

Element 2: Curriculum Integration

E2.1: Career Curriculum

Potential sources

- Schools provides evidence of embedded career curriculum

E2.2: Career Counseling Program

Potential sources

- Schools provides evidence of implementation of comprehensive school counseling program emphasizing the career domain

E2.3: Teacher Resources

Potential sources

- School provides examples of resources utilized.

E2.4: Inclusion

Potential sources

- School provides evidence of strategies and processes for inclusion.

Element 3: Documentation of Student Career Development

E3.1: Career Development Artifacts

Sources of Evidence

- Sample of student graduation portfolios documented by the district show seniors average total points reflect (7/10, 8/10, 9/10 or 10/10) for career development materials. Artifacts should include scope and sequence assignment documents, completed student examples, and statistical data for the percentage of students who have completed:
 - A. Resume.
 - B. Cover letter.
 - C. Letter(s) of recommendation.
 - D. Other artifacts demonstrating career development (i.e., job application, LinkedIn profile, interviewing skills, etc.).

Resource:

- [Measuring and Reflecting Student Learning](https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Plan_Of_Study/Employability%20Skills_Measuring%20and%20Reflecting%20Student%20Learning%20062020.pdf?ver=2020-06-02-094312-770)
https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Plan_Of_Study/Employability%20Skills_Measuring%20and%20Reflecting%20Student%20Learning%20062020.pdf?ver=2020-06-02-094312-770

E3.2: IPS Components

Sources of Evidence

- Sample of student graduation portfolios documented by the district show seniors have an average of 4/4 of the IPS required components.
 - A. Career-Interest inventory, Strength-Finder or Ability Profiler is completed, including an analysis of the results.
 - B. The student enrolls in courses aligned to interests or for exploration purposes, documented in the IPS.
 - C. Secondary Courses aligned to student interests are planned through high school (at least eighth grade through high school). Postsecondary courses are identified for the postsecondary time frame (two years postsecondary).
 - D. Exportable Electronic Portfolio, which allows a postsecondary plan, including evidence of these elements, should be readily available for documentation or exportable data records from the IPS vendor, growth portfolio and senior portfolio that capture the student's growth and career discovery experiences.

E3.3: Work-Based Learning (WBL) Experience Work Samples

Sources of Evidence

- Artifacts should include scope and sequence assignment documents, completed student examples, and statistical data for the percentage of students who have completed:
- An employability skills self-assessments and developed learning goals for their WBL Experience.
- Student work samples that demonstrate career readiness in the IPS portfolio beginning in the middle grades.

- Documentation that reflects how many times per year (twice or quarterly) the IPS coordinator, student family advocate, or counselor meets with students to review the growth and/or graduation portfolio.

Resource:

- [Measuring and Reflecting Student Learning](https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Plan_Of_Study/Employability%20Skills_Measuring%20and%20Reflecting%20Student%20Learning%20062020.pdf?ver=2020-06-02-094312-770),
https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Plan_Of_Study/Employability%20Skills_Measuring%20and%20Reflecting%20Student%20Learning%20062020.pdf?ver=2020-06-02-094312-770
- [Kansas Work-Based Learning Personalized Learning Plan:](https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Kansas%20Work-Based%20Learning_Personalized%20Learning%20Plan%20(updated%202-2021).pdf?ver=2021-02-19-145506-330)
[https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Kansas%20Work-Based%20Learning_Personalized%20Learning%20Plan%20\(updated%202-2021\).pdf?ver=2021-02-19-145506-330](https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Kansas%20Work-Based%20Learning_Personalized%20Learning%20Plan%20(updated%202-2021).pdf?ver=2021-02-19-145506-330)

E3.4: Work-Based Learning (WBL) Experience Work Samples

Sources of Evidence

- Review student samples of WBL experience work sample scores.
- WBL Experience work samples are products or materials developed throughout the WBL continuum of experiences that demonstrate at least one employability skill in each of the domains. Artifacts should include scope and sequence assignment documents, completed student examples, and statistical data for the percentage of students who have demonstrated:
 - A. -Effective Relationships
 - B. -Workplace Skills
 - C. -Applied Knowledge

Resource:

- [Measuring and Reflecting Student Learning](https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Plan_Of_Study/Employability%20Skills_Measuring%20and%20Reflecting%20Student%20Learning%20062020.pdf?ver=2020-06-02-094312-770),
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E3.5: Writing/Research Samples

Sources of Evidence

- Graduation portfolios documented by the district show seniors have an average of (12-15) points for writing/research samples. Artifacts should include scope and sequence assignment documents, completed student examples, and statistical data for the percentage of students who have completed:
 - A. Writing that demonstrates in-depth knowledge about a career area and includes descriptions of required skills and forecasted industry trends.
 - B. Student writing must draw on multiple sources (interviews, literature review, and internet search) and use proper citations.

Resource:

- [Measuring and Reflecting Student Learning](https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Plan_Of_Study/Employability%20Skills_Measuring%20and%20Reflecting%20Student%20Learning%20062020.pdf?ver=2020-06-02-094312-770),
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E3.6: Senior Project

Sources of Evidence

- Graduation portfolios documented by the district show seniors have an average of (12/15, 13/15, 14/15, or 15/15) points for completing a Senior Project that includes work and writing samples culminating in an IPS electronic portfolio presentation. Artifacts should include scope and sequence assignment documents, completed student examples, and statistical data for the percentage of students who have completed a senior project.

Resource:

- [Measuring and Reflecting Student Learning](https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Plan_Of_Study/Employability%20Skills_Measuring%20and%20Reflecting%20Student%20Learning%20062020.pdf?ver=2020-06-02-094312-770),
https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Plan_Of_Study/Employability%20Skills_Measuring%20and%20Reflecting%20Student%20Learning%20062020.pdf?ver=2020-06-02-094312-770

E3.7: Assessments and Certifications

Sources of Evidence

- Graduation portfolios document seniors have a total of 2/4 or 3/4 of the following:
 - A. Business/Mentor Evaluation
 - B. WorkKeys Assessment
 - C. Industry Certification
 - D. Coordinator Evaluation

Element 4: Family Engagement

E4.1: Communication

Potential sources

- PTA Standards- 2 way communication, meaningful , regular and culturally responsive- , social media , student information system, is there a way to track how parents access this?

E4.2: Participation

Potential sources

- Records of meetings with parents , what roles do parents serve , trainings for parents

E4.3: Strategic Action

Potential sources

- Review District's KESA plan, Title I (if applicable) , Redesign Schools, 21st Century Schools parent survey, evaluations

Element 5: Administration and Policy

E5.1: Clearly defined assessment and reevaluation process is in place for continued growth and deeper implementation of the IPS for each student.

Potential sources

- Notes from annual IPS Advisory council reviews of district IPS. District strategic plans for IPS,

E5.2: Perception data is collected from staff, students and families and informs strategic IPS implementation.

Potential sources

- ACT IPS Survey information for students. School surveys of parents with explicit IPS questions. Graduation/exit surveys with IPS questions.
- IPS platform information on aggregate skills and interests.

E5.3: Process is data collected and used to evaluate and improve IPS with strategic action.

Potential sources

- Evidence of process attempting to pair postsecondary success metrics and IPS trajectory intended by students to identify barriers or additional supports that can be provided to future students.

E5.4: Outcome data collected.

Potential sources

- Post graduation surveys of students on the launch into postsecondary success. Evidence of process attempting to pair postsecondary success metrics and IPS trajectory intended by students to identify barriers or additional supports that can be provided to future students in the system.
- Postsecondary success statistics.
- National Clearing House identified for institutions for student matriculation.

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