Connections and Integration

For

CTE Programs

In

New Hampshire

Seacoast School of Technology   Chef Instructor Jim Collins, FMP

A Proposal for Calibration Among Culinary Arts Programs in New Hampshire

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Connections

Competencies

Curricula

Assessments

Integration

- Depth of Knowledge (DoK)
- Bloom's Taxonomy
- Formative and Summative
- "Increased" Rigor
- SST's CORE "10"
- CCSS Math/Literacy
- All Aspects of Industry
- Career Ready Practices
- Employment Skills

Primary Goals:

- 1. To create, define and document connections between competencies, curricula & assessments

- 2. To fully integrate federal/state and local initiatives/standards including AAI, CRPand ES

- 3. To create intentional involvement with Depth of Knowledge (DoK), Bloom's Taxonomy, scaffolding, "Formative/Summative".

- 4. Provide a standard for increasing and measuring rigor in CTE programs.

Additional Benefits

Increased STUDENT OUTCOMES

Increased PROFESSIONALISM

Increased ACCOUNTABILITY

Increased TRANSPARENCY

Increased CONSISTENCY of "product"

DECREASED confusion among stakeholders

The FORMAT

One document for each competency which includes the following four sections:

- Part I: Statement of Outcome

- Part II: Evidence and Assessments

- Part III: Crosswalk (among initiatives/standards)

- Part IV: References and Resources

Part I Statement of Outcome

Definition: What the student should know or be able to do. A list of statements for each rating #. List needs to demonstrate integration of AAI, CCSS, CRP, ES, SST CORE 10.

Premise:

1------------------2-------------3-----------4----

Least Rigor   Greatest Rigor

Must be completed before attempting Part II!

Rating "2" "NOVICE" represents

"Should do" statements consist of matching competency statement verbatim with little expansion. Must include statements for prerequisites.

Information/skill taught/assessed in isolation (less prerequisites), narrow context, "FORMATIVE"

Bloom's Taxonomy demands are low (knowledge and comprehension)

DoK is addressed at "surface" level.

Rating "3" "PROFICIENT" represents

Information/skill taught/assessed in the context of how it relates to other competencies.

"Should be able to" statements include those at lower rating and demonstrate beginning of expansion of knowledge/skills beyond "face value."

Bloom's Taxonomy demands are moderate (knowledge, comprehension, application and analysis)

Most students should be able to achieve a proficiency rating of "3" (think bell curve).

Rating "4" "MASTERY" represents

"4" implies vertical (depth) and horizontal (breadth) mastery of skills/knowledge.

"Student-driven" is at its highest level and allows for individualized vertical and horizontal mastery.

"Should be able to" list contains items of greater complexity than at level "3".

Bloom's Taxonomy demands are high (demanding fluency with all 6 levels)

Few students will achieve this level of proficiency and will represent the right hand side of the bell curve.

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Part II—Evidence/Assessments

Premise/Pedagogy

Assessments are geared specifically toward measuring proficiency ("shall be able to") as described in Part I.

"2" Formative: Must be designed to illustrate students' ability to meet competency statement at face value. Work is instructor – driven.

"3" Formative/Summative: Successful completion at level "2" plus….(tbd). Work is instructor and student-driven.

"4" Summative: Successful completion at level "3" plus….(tbd). Work is more independent and less instructor-driven.

Part III—Crosswalk at….

Premise: this is the opportunity to cause the curriculum to integrate CCSS, AAI, CRP, ES at increasing levels across the ratings "2"-"4"

Opportunity: this is where the CTE programs have the most potential to differentiate themselves from others and to produce the most well-rounded "product" possible.

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Part IV: References/Resources

If text-based include texts, chapters and pages.
If web-based include URL's, websites, etc.
Include ELO's, Ex/Internships, Job Shadows, etc.
Include guest lecturers (other resources)
Demonstrate INCREASED quantity/complexity when progressing from a "2" to a "4".
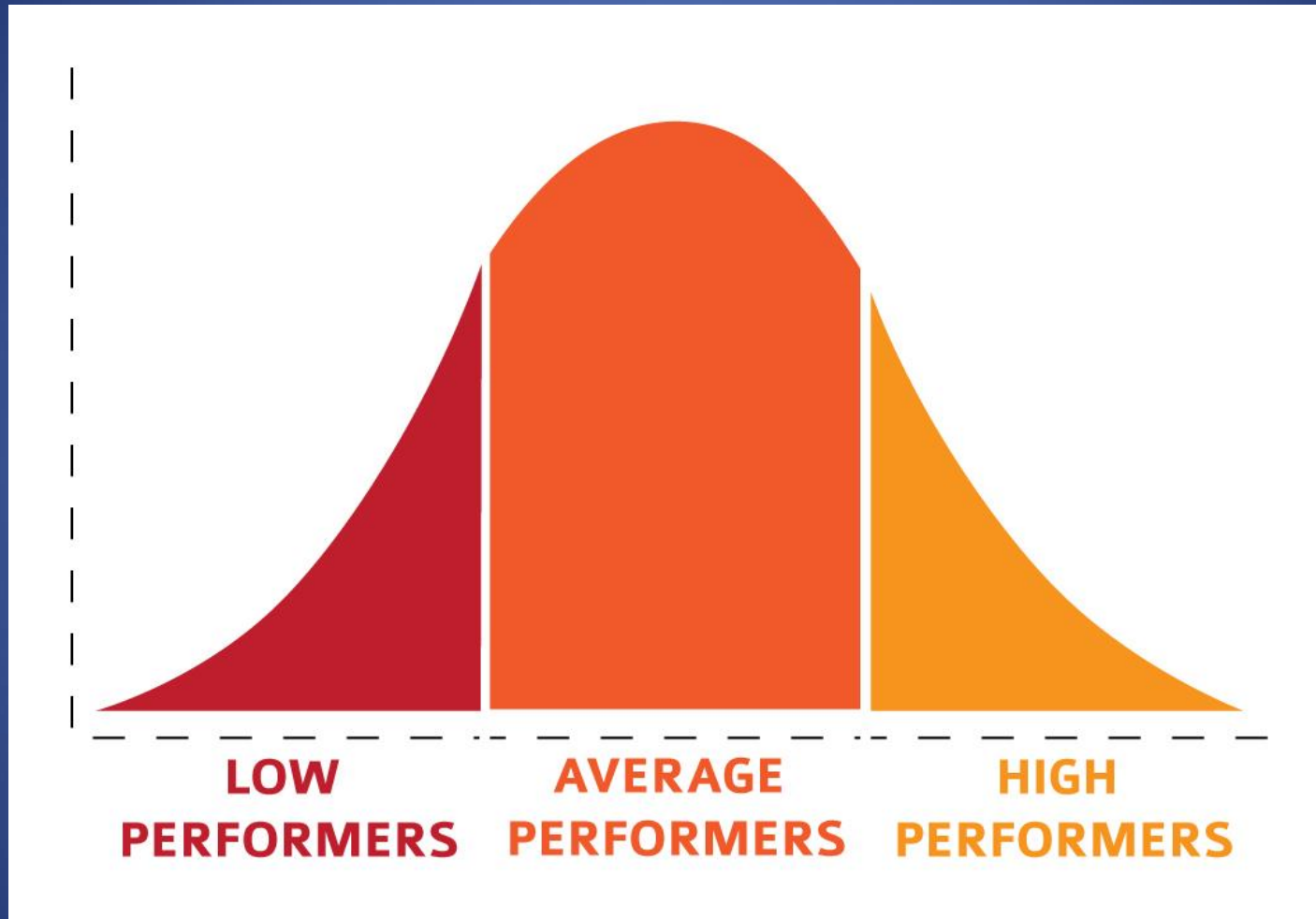2 =   Primary references
3 =   Primary + secondary + limited "undetermined"
4 =   Primary + secondary + unlimited "undetermined" (located by students doing independent work!)

Bell curve distribution example:

Source: http://www.hrwale.com/performance-appraisal-management/how-to-create-a-bell-curve-chart/

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References:

NH DOE Culinary Competencies
1. http://education.nh.gov/career/career/program_hosp.htm
        Maine DOE Culinary Competencies
2. http://www.maine.gov/doe/cte/resources/clusters/hosptour/culinary/culinary.html
        Massachusetts DOE Culinary Competencies
3. http://www.doe.mass.edu/cte/frameworks/culinaryarts.pdf
        Vermont DOE Culinary Competencies
4. http://education.vermont.gov/documents/culinary_arts_12_0500.pdf
        CIP codes related to culinary arts
5. http://nces.ed.gov/ipeds/cipcode/selector/Suggestions.aspx
        NH DOE "Common Core State Standards—Aligned"
6. http://education.nh.gov/competencies/documents/ela-competencies.pdf
        NH DOE Math
7. http://education.nh.gov/competencies/documents/math-final.pdf
        Understanding by Design
8. http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf
9. http://www.grantwiggins.org/documents/UbDQuikvue1005.pdf
        Formative vs Summative
10. http://www.cmu.edu/teaching/assessment/howto/basics/formative-summative.html

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- 12. http://www.nwlink.com/~donclark/hrd/isd/types_of_evaluations.html
-       Bloom's Taxonomy
- 13. https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/
- 14. http://www.celt.iastate.edu/wp-content/uploads/2015/09/RevisedBloomsHandout-1.pdf
- 15. http://www.missouricareereducation.org/doc/core/BloomTableMath.pdf
-       Depth of Knowledge (DoK)
- 16. http://www.aps.edu/re/documents/resources/Webbs_DOK_Guide.pdf
- 17. http://www.stancoe.org/SCOE/iss/common_core/overview/overview_depth_of_knowledge/dok_question_stems.pdf
- 18. http://www.stancoe.org/SCOE/iss/common_core/overview/overview_depth_of_knowledge/cognitive_rigor_matrix_math_science.pdf
- 19. http://www.stancoe.org/SCOE/iss/common_core/overview/overview_depth_of_knowledge/cognitive_rigor_matrix_reading_writing.pdf

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– Common Core State Standards
- 20. http://www.stancoe.org/SCOE/iss/common_core/21st_century/21st_century_skills.htm
- 21. http://www.achieve.org/files/CCSS-CTE-BridgingtheDivide.pdf
- 22. http://www.achieve.org/files/Understanding-Skills-CCSS.pdf
- Career Ready Practices
- 23. https://www.careertech.org/sites/default/files/CareerReadyPractices-FINAL.pdf
- 24. http://www.careerreadynow.org/docs/CRPC_4pager.pdf
- 25. http://edglossary.org/21st-century-skills/

- All Aspects of Industry
- 26. http://education.nh.gov/career/career/aaoi.htm
- 27. http://education.nh.gov/career/career/documents/articul_aspectsofindustry.pdf
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- 30. http://cteresource.org/featured/aai.html

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- 33. http://www.nyctecenter.org/spn/page/153
- 34. http://cte.ed.gov/employabilityskills/index.php/background/what

Maine Employability Skills (competencies)

- 35. http://www.maine.gov/doe/cte/resources/clusters/empskills/DO%2020160115.pdf

Career Clusters

- 36. https://careertech.org/career-clusters/

Food and Beverage Service Competency Model

- 37. https://www.careeronestop.org/CompetencyModel/competency-models/pyramid-download.aspx?industry=food-beverage-service

ACF and NOCTI Assessment

- 38. http://www.nocti.org/PDFs/ACF/3990%20and%203991_Culinary_Arts.pdf

Questions:

Thank you!

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