

**Illinois State Board of Education
Culinary Arts Example**

General Information

Academic Year	2015-2016
Educator Name	Example Teacher
Course/Subject	Culinary Arts
Grade Level(s)	Grades 9-12
Interval of Instruction	9/1/15 – 2/15/16

Timeline

Initial Approval Date	9/1/15
Midcourse Check-In Date	11/15/15
Midcourse Check-In Notes: No changes were made.	

Element 1: Learning Goal

<input type="checkbox"/> Describe the learning goal.	Students will demonstrate their ability to execute appropriate cutting and safety technique while using a chef’s knife.
<input type="checkbox"/> Identify the content standards associated with the learning goal. <i>Include the text of the content standards.</i>	<p><u>National Standards for Family and Consumer Sciences Education:</u></p> <p>8.5: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.</p> <p>8.5.1: Demonstrate professional skills in safe handling of knives, tools, and equipment.</p>
<input type="checkbox"/> Describe the student population.	The student population includes eleven ninth, tenth, eleventh, and twelfth grade students. John has been identified as an English Learner.
<input type="checkbox"/> Summarize the instructional strategies used to teach the learning goal.	The teacher will engage students in direct instruction and provide opportunities for students to engage regularly in individual and small group lab activities to

	practice appropriate cutting and safety technique while using a chef's knife.
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Discussion Questions

- What “big idea” is supported by the learning goal?
- How does the learning goal support students’ development of critical thinking, problem solving, and analytical skills?

Element 2: Assessment

<input type="checkbox"/> Describe the assessment and evaluation procedures that measure students’ understanding of the learning goal.	<p>A common rubric will be used to evaluate students’ progress over time. In addition, students will engage in self and peer assessment and take pictures of their work and organize them in an electronic portfolio to demonstrate their learning.</p> <p>See Example Knife Skills Assessment: http://www.isbe.state.il.us/assessment/pdfs/bal-asmt/example-asmts/knife-skills.pdf</p>
<input type="checkbox"/> Describe how the assessment and evaluation procedures will be differentiated to meet the needs of all students described in the student population.	<p>John will receive all directions verbally in both Polish and English.</p>

Discussion Questions

- How often will you collect data to monitor student progress toward this learning goal?
- How will you use this assessment information to monitor student progress and inform your instruction?

Element 3: Growth Targets

<input type="checkbox"/> Identify students' baseline data.	<table border="1"> <thead> <tr> <th>Student</th> <th>Beginning</th> <th>Developing</th> <th>Proficient</th> </tr> </thead> <tbody> <tr><td>Alexander</td><td>X</td><td></td><td></td></tr> <tr><td>Alice</td><td>X</td><td></td><td></td></tr> <tr><td>Bethany</td><td>X</td><td></td><td></td></tr> <tr><td>Carl</td><td></td><td>X</td><td></td></tr> <tr><td>David</td><td></td><td>X</td><td></td></tr> <tr><td>Jamie</td><td>X</td><td></td><td></td></tr> <tr><td>John</td><td>X</td><td></td><td></td></tr> <tr><td>Judy</td><td>X</td><td></td><td></td></tr> <tr><td>Paul</td><td>X</td><td></td><td></td></tr> <tr><td>Samuel</td><td>X</td><td></td><td></td></tr> <tr><td>Tony</td><td>X</td><td></td><td></td></tr> </tbody> </table>	Student	Beginning	Developing	Proficient	Alexander	X			Alice	X			Bethany	X			Carl		X		David		X		Jamie	X			John	X			Judy	X			Paul	X			Samuel	X			Tony	X		
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<input type="checkbox"/> Using students' baseline data identify appropriate growth targets for your student population.	<table border="1"> <thead> <tr> <th>Student</th> <th>Beginning</th> <th>Developing</th> <th>Proficient</th> </tr> </thead> <tbody> <tr><td>Alexander</td><td></td><td></td><td>X</td></tr> <tr><td>Alice</td><td></td><td></td><td>X</td></tr> <tr><td>Bethany</td><td></td><td>X</td><td></td></tr> <tr><td>Carl</td><td></td><td></td><td>X</td></tr> <tr><td>David</td><td></td><td></td><td>X</td></tr> <tr><td>Jamie</td><td></td><td>X</td><td></td></tr> <tr><td>John</td><td></td><td></td><td>X</td></tr> <tr><td>Judy</td><td></td><td>X</td><td></td></tr> <tr><td>Paul</td><td></td><td></td><td>X</td></tr> <tr><td>Samuel</td><td></td><td></td><td>X</td></tr> <tr><td>Tony</td><td></td><td></td><td>X</td></tr> </tbody> </table>	Student	Beginning	Developing	Proficient	Alexander			X	Alice			X	Bethany		X		Carl			X	David			X	Jamie		X		John			X	Judy		X		Paul			X	Samuel			X	Tony			X
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Discussion Questions

- Explain how the growth targets demonstrate ambitious, yet realistic targets, for all students described in the student population.

Element 4: Outcome

- Document the number or percentage of students who achieved their identified growth targets.

Student	Beginning	Developing	Proficient
Alexander			X
Alice			X
Bethany		X	
Carl			X
David			X
Jamie		X	
John			X
Judy		X	
Paul			X
Samuel			X
Tony			X

Required for Evaluator

- Explain how the number or percentage of students who met their identified growth targets translates into an appropriate teacher rating.

All students met their identified growth targets.

Element 5: Teacher Rating

Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 25% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	25% - 50% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	51% - 75% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	76% - 100% of Students Met the Indicated Growth Target(s). <input checked="" type="checkbox"/>
Date: 2/15/16	Evaluator Signature: <i>Example Evaluator</i>		
Date: 2/15/16	Teacher Signature: <i>Example Teacher</i>		