

## Career and Technical Education (CTE) Quality Indicators

### Organization for Student Learning

~ Vision and Purpose, Governance, Leadership and Staff, and Resources

~ Continuous Improvement Process

QI	Perkins	LEVEL 4 Performance Optimal level of development and implementation	LEVEL 3 Performance Fully functioning and operational level of implementation	LEVEL 2 Performance Continuing development and/or partial implementation	LEVEL 1 Performance Initial development and/or implementation
OL1	2	<p>Teachers, counselors and school staff encourage students to enter into and complete career pathway programs of study that will qualify for dual credit articulated program-of-study (DCAPS) opportunities. These articulation agreements are system to system agreements and delineate the recommended <i>sequence of courses</i> (that spans, at a minimum, grades 11 through 14), expected competency attainment levels, articulation procedures, responsibilities, <i>incentives for student participation</i>, and other pertinent information.</p> <p>Effects of the agreements are continually monitored. Information on student outcomes is used for long-range planning.</p>	<p><b>Teachers, counselors and school staff encourage students to enter into and complete career pathway programs of study that will qualify for dual credit articulated program-of-study (DCAPS) opportunities. These articulation agreements are system to system agreements (postsecondary public and/or private) and delineate the recommended <i>sequence of courses</i> (that spans, at a minimum, grades 11 through 14), expected competency attainment levels, articulation procedures, responsibilities, <i>incentives for student participation</i>, and other pertinent information.</b></p>	<p>Individual teachers have established course-by-course articulation agreements with area postsecondary instructors.</p>	<p>Individual teachers are familiar with postsecondary entrance requirements and expectations.</p>
OL2	7	<p>A CTE program improvement plan is an integral part of the school's ACFIN and one year plan, which is developed collaboratively by the school community council. The plan focuses on student learning and attainment of HCPS III and career pathway standards through the implementation of rigorous and relevant curriculum, instruction and assessments.</p> <p>All teachers share in the vision, mission, and goals; all teachers assume leadership roles in implementing improvement efforts.</p>	<p><b>Administration and teacher coordinators provide leadership in the establishment and implementation of an ACFIN and one-year plan for CTE program improvement that is developed collaboratively by CTE faculty and stakeholders in the school community. The plan complements the school's overall improvement plan, focusing on student learning and attainment of HCPS III and <i>career pathway</i> standards.</b></p>	<p>The administrator and/or CTE coordinator develops a yearly plan with some teacher input. The plan correlates to the school's improvement plan.</p>	<p>CTE teachers do not share a common vision, mission or goal related to program or school improvement plans.</p>

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OL3	3, 5, 7	<p>CTE advisory committee members meet on a regular basis (either in-person or using <i>technology</i>) to review local and national career trend data; review strengths, challenges, and opportunities; and correlate industry trends with career pathways for student success.</p> <p>CTE advisory committee members are active participants in all aspects of CTE programs, including professional development, curriculum development, standards implementation, and long-range planning.</p> <p>CTE advisory committee members continually evaluate the progress of their improvement efforts.</p> <p>CTE advisory committee members and other industry partners provide sustainable support to all programs.</p>	<p><b>CTE advisory councils members meet on a regular basis to review local and national career trend data; review strengths, challenges and opportunities; and correlate industry trends with career pathways for student success.</b></p> <p><b>The advisory councils is mutually-beneficial; somewhat extensive and formalized; focusing on teaching and learning activities including curriculum development, <i>job shadowing, internships, and mentoring.</i></b></p> <p><b>The advisory committee membership is evaluated annually and adjusted or expanded to meet both school &amp; industry needs.</b></p>	<p>The CTE advisory committee initiatives revolves around donations to individual programs, fund-raising, ceremonies, career fairs, guest speakers, <i>field trips</i>, etc.</p> <p>Teachers provide CTE advisory committee members with information on classroom activities.</p>	<p>Individual teachers call upon postsecondary and community contacts when assistance is needed.</p> <p>Individual teachers reflect on the effectiveness of their partnerships.</p>
OL4	6, 8, 9	<p>School profile data and other indicators are analyzed to validate modifications and adjustments to all student programs and course enrollment. Student performance data is synthesized to determine best practices and school-wide improvement efforts. This data is also disaggregated by gender, ethnicity, socio-economic status, non-traditional status, etc. to ensure special population groups have equal opportunities and choices and assistance necessary to succeed (i.e. How students, including the special population, are performing in CTE programs of study?).</p>	<p><b>CTE course enrollment, student performance and other indicator data is analyzed to determine best practices and improvement efforts. This data is also disaggregated by gender, ethnicity, socio-economic status, non-traditional status, etc. to ensure special population groups have equal opportunities, choices and assistance necessary to succeed (i.e. How students, including the special population, are performing in CTE programs of study?).</b></p>	<p>Data is available for CTE course enrollment, student performance and other indicators, but not used for modifications to programs of study.</p>	<p>Data is not available for CTE enrollment, student performance and other indicators.</p>

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## Career and Technical Education (CTE) Quality Indicators

Capacity of the System ~ Staff ~ Professional Development					
QI	Perkins	LEVEL 4 Performance Optimal level of development and implementation	LEVEL 3 Performance Fully functioning and operational level of implementation	LEVEL 2 Performance Continuing development and/or partial implementation	LEVEL 1 Performance Initial development and/or implementation
CS1	1, 4, 5	<p>Research-based professional development is provided for all teachers, counselors, and administrators and is an integral part of the school's ACFIN and one year plan.</p> <p>Professional development for school staff is data-driven with a focus on a common, agreed-upon plan with clear, attainable objectives and is consistent with the school's ACFIN and one year plan.</p> <p>Teachers who take part in any professional development activities develop a program implementation plan and share information/resources gained school-wide.</p>	<p><b>The CTE department teachers participate in a variety of activities directed toward continuous improvement (i.e. technology, teacher internships, job shadowing, etc.).</b></p> <p><b>The CTE department has developed a professional development plan which is data-driven and aligned to the school's ACFIN and one year plan.</b></p> <p><b>The CTE department recommends participation from administrators, counselors, and academic teachers in professional development activities.</b></p> <p><b>The CTE professional development plan includes a process for teachers to share information/resources gained and indicate which strategies to implement. This sharing prompts ongoing discussions on research-based curriculum, instruction, and assessment.</b></p>	<p>The CTE department is informed of a variety of professional development activities available during non-instructional days and times to meet the needs of the CTE education teachers.</p> <p>Participation in professional development activities for CTE teachers is encouraged but not coordinated by CTE department.</p> <p>CTE teachers share information gained from professional development activities through informal dialogue and discussions.</p>	<p>Individual CTE teachers have limited access, opportunities, and resources to participate in professional development activities.</p> <p>CTE teachers participate in professional development activities meeting their classroom needs on a voluntary basis.</p> <p>There is no clear expectation or accountability for the CTE teachers to use and share information.</p>
CS2	1, 5, 6	<p>Regular planning and teaming time is embedded in the school's bell schedule.</p> <p>Expectations on the use of time are clear. Results will be evident producing of a program curriculum binder for all CTE career pathways.</p>	<p><b>CTE teachers have created additional blocks of time to collaborate as a professional learning community to develop curriculum, instruction, and assessments using substitutes, stipends, etc.</b></p> <p><b>The CTE department progressively looks for various strategies to provide more time for curriculum development during the regular school day.</b></p>	<p>CTE teachers have additional time to collaborate and develop curriculum during designated faculty meeting times, waiver days, etc.</p>	<p>CTE teachers develop curriculum during their contractual preparation periods or on their own time.</p>

## Career and Technical Education (CTE) Quality Indicators

<b>Coordinated Leadership</b> ~ Leadership ~ Governance: Formal & Informal ~ Resource Management and Development					
QI	Perkins	<b>LEVEL 4 Performance</b> Optimal level of development and implementation	<b>LEVEL 3 Performance</b> Fully functioning and operational level of implementation	<b>LEVEL 2 Performance</b> Continuing development and/or partial implementation	<b>LEVEL 1 Performance</b> Initial development and/or implementation
CL1	1, 7	The school's ACFIN and one-year plan defines the long- and short-range goals and expenditures.  School governance groups effectively utilize State, Federal, and other fiscal and personnel resources to support implementation of the ACFIN the CTE one-year plan. The school and department adhere to all State and Federal fiscal and personnel policies and guidelines.	<p><b>The school's ACFIN and one-year plan clearly outlines initial and intermediate measurable outcomes and corresponding expenditures. State and Federal resources are leveraged to fulfill the plan's goals, objectives, and activities.</b></p> <p><b>The school and department adhere to all State and Federal fiscal and personnel policies and guidelines.</b></p>	Allocations of resources are determined by school administrator and CTE coordinator with some input from faculty.  State and Federal guidelines are met.	CTE programs often compete against each other for resources. Teachers target goals and expenditures on a year-to-year basis. Budget requests and expenditures are based on immediate needs.  State and Federal guidelines are considered.
CL2	1, 3, 7	Communication between educators, industry partners, and postsecondary partners is timely, accurate, and complete.  The CTE coordinator facilitates partnership with educators, business, and community members in all aspects of program improvement.	<p><b>The CTE coordinator provides leadership in program improvement efforts; acts as a liaison to state and district offices; facilitates communication between program areas to create a cohesive team; coordinates the grant-writing process; and ensures compliance with federal and state guidelines, procedures, and reporting requirements.</b></p> <p><b>Also, the CTE coordinator initiates communication for industry partners and postsecondary partners.</b></p> <p><b>Communication between educators, industry partners, and postsecondary partners is timely, accurate, and complete.</b></p>	Communication between teachers is inconsistent. CTE programs sometimes work together as a group but in seclusion.	There is limited communication between CTE teachers.
CL3	8	The structure of the CTE program advisory council and the roles and responsibilities are clearly defined. All members share leadership roles in CTE program advisory council operations.	<p><b>The structure of the school's CTE program advisory council and the roles and responsibilities are clearly defined.</b></p> <p><b>The school's CTE program advisory council convenes quarterly.</b></p>	The school's CTE program advisory council convenes once or twice a year. Individual teachers set meeting agendas.	Communication between educators and business is limited.
CL4	1, 6, 7	Regular and frequent review of services and resources are offered to all students.	<p><b>Administrators, together with CTE and special population teachers, regularly collaborate to update and review the current level of services and resources offered to special population students.</b></p>	All stakeholders collaborate and work together to ensure appropriate services and resources are provided for special population students.	All stakeholders have met to address the needs of special population students.

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CL5	1, 5	The school leadership leverages funding and seeks out additional resources to support professional development activities.  The school leadership has a system to request for funding workshops, resource acquisition, etc.	<b>The CTE department leverages all funding in supporting teachers to attend workshops, acquiring professional development resources, etc.</b>  <b>The CTE department has a system to request workshops, resource acquisition, etc.</b>	The CTE Department sets aside resources for workshops and resources.  Requests are handled on a case-by-case basis for resource acquisition.	CTE teachers have limited opportunities to attend workshops and acquire professional development resources.  Attendance for workshops are initiated and arranged by individual teacher.  System for resource acquisition is not in place.
CL6	1, 8	Advisors play a consultative role in managing CTSO activities.  School leadership is informed of all CTSO activities.	<b>Advisors take a facilitative role in guiding student leaders as they actively plan, coordinate, and implement Statewide, district-wide and/or chapter activities.</b>  <b>School leadership is advised of all CTSO activities.</b>	Advisors are actively involved in the planning and execution of major State, district and chapter activities.  School leadership is aware of CTSO activities.	Advisors plan and coordinate most of the district and/or chapter activities.  School leadership is unaware of CTSO activities.

## Career and Technical Education (CTE) Quality Indicators

<b>Standards-Based Student Learning: Curriculum</b>					
~ What is Taught					
QI	Perkins	LEVEL 4 Performance Optimal level of development and implementation	LEVEL 3 Performance Fully functioning and operational level of implementation	LEVEL 2 Performance Continuing development and/or partial implementation	LEVEL 1 Performance Initial development and/or implementation
SC1	1, 2, 3	<p>All Academic and CTE teachers with postsecondary and industry partners offer a sequence of courses in a program of study and including complementary work-based learning experiences, internships and opportunities for advanced study at the postsecondary level. Programs of study have a high rate of completers who pass a postsecondary approved assessment and students have the option to earn Articulated Dual Credit.</p> <p>All students are enrolled in a CTE program of study, which is aligned to a student's PTP.</p>	<p><b>Academic and CTE teachers with postsecondary and industry partners offer a sequence of (required and recommended) academic and CTE courses in a career pathway. The sequence of courses in a program of study leading to further education and/or credits earned at the postsecondary level, placement in high skill, wage, employment, demand, and/or apprenticeship programs.</b></p> <p><b>The sequence of courses spans, at a minimum, grades 9-12 and is used by students, teachers, and counselors in course planning.</b></p> <p><b>Students enrolled in programs of studies based on individual career and educational goals identified in a student's Personal Transition Plan (PTP).</b></p>	<p>CTE and academic teachers in grades 9-12 have discussed career pathways and programs of study in their classes and recommend that students enroll in a program of study following the sequence of courses in both required CTE and academic courses.</p> <p>Programs of study delineate the required sequence of courses in the career pathway framework.</p> <p>Students enrolled in programs of study not necessarily aligned to a student's PTP.</p>	<p>CTE teachers have mentioned career pathways and programs of studies students may take.</p> <p>Students are not enrolled in a program of study and have no PTP.</p>
SC2	7	<p>All Students, parents and teachers have a clear understanding of what HCPS III and Career Pathway Standards are being addressed in all courses. The participation in a performance-based assessment is required.</p>	<p><b>CTE teachers have clearly identified specific HCPS III and Career Pathway Standards addressed in each course. All students meet proficiency with course work that is rigorous and relevant. Regular assessments are given to monitor student progress throughout the course.</b></p> <p><b>The participation in a performance-based assessment is required.</b></p>	<p>CTE teachers list HCPS III and Career Pathway Standards in their courses and reference standards in student work.</p> <p>The participation in a performance-based assessment is optional.</p>	<p>CTE teachers teach what they think is best or what is in the textbook or other purchased curriculum. HCPS III and Career Pathway Standards are posted but not used in the course.</p> <p>The participation in a performance-based assessment is not required.</p>
SC3	2, 7, 8	<p>School-wide curriculum includes differentiated strategies to encourage maximum learning by all students in all courses. Students work in small groups to complete problem-based projects and analyze real world issues addressed through research studies and experimentation.</p> <p>Specific skills are learned resulting in the transfer of knowledge to problem-solving a real world application.</p>	<p><b>Curriculum is problem-based and addresses complex, real-world issues having meaning for students and preparing them for postsecondary education and/or careers. Work is rigorous and requires students to make decisions affecting the outcome of a problem and relevant to real-world issues, problems and/or current trends in the industry.</b></p> <p><b>CTE skills, knowledge, and processes are integrated with general learner outcomes, HCPS III, Career Pathway Standards.</b></p>	<p>CTE students gain specific skills but are unable to distinguish the appropriate usage in specific occupations. There is no connection made between skill and real world problems.</p> <p>Skills are grouped in succession to complete specific CTE projects.</p>	<p>CTE students are taught skills for specific occupations.</p>

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~ What is Taught					
QI	Perkins	LEVEL 4 Performance Optimal level of development and implementation	LEVEL 3 Performance Fully functioning and operational level of implementation	LEVEL 2 Performance Continuing development and/or partial implementation	LEVEL 1 Performance Initial development and/or implementation
SC4	1, 8	<p>All students are involved in a Career and Technical Student Organization (CTSO). CTSO is an integral component of CTE programs of study directly reinforcing the relevancy of the curriculum. Standards are clearly addressed and all students are involved in a performance-based assessment and supervised experiential program.</p>	<p><b>All career pathway programs of study have a CTSO that is an integral component of all CTE courses. Curriculum utilizes CTSOs to address Hawaii Content and Performance Standards (HCPS III) and Career Pathway Standards through performance-based assessments known as career development events recognized by the National CTSO or by the State CTE office.</b></p> <p><b>Additionally, students can gain relevant industry experience through co-curricular programs (internships, mentorships, directed studies, cooperative education) emphasizing industry skills training and the understanding of entrepreneurship.</b></p>	<p>CTSO is viewed as co-curricular and are primarily focused on competitive events that are not directly connected content area curriculum, HCPS III or Career Pathway Standards. Fundraising, socials, and community service projects are viewed as necessary support activities.</p>	<p>CTSO is viewed as extra curricular activity focused on fundraising, socials, and community service projects disconnected from the CTE curriculum.</p>

## Career and Technical Education (CTE) Quality Indicators

<b>Standards-Based Student Learning: Instruction</b> ~ How it is Taught					
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SI1	1,4	<p>All core academic subjects are integrated in CTE courses. Targeted standards in both CTE and core academic areas are clearly identified and measured. School wide partnerships between core academic teachers and CTE teachers are fully implemented.</p> <p>Students have access to modernized technology in or out of school in simulated or real environments.</p>	<p><b>CTE teachers integrate core academic subjects (English, Math, Science, Social Studies) into all CTE courses where applicable. Targeted standards in both CTE and academic areas are clearly identified and measured. Data is collected, analyzed and used to drive instruction. Partnerships between core academic teachers and CTE teachers are evident.</b></p> <p><b>Teaching strategies effectively employ current technology as appropriate to curriculum and instruction.</b></p>	<p>CTE teachers include some academic core content but not within the CTE courses. Specific standards in other disciplines are not identified. Partnerships between core academic teachers and CTE teachers are viewed as nonessential.</p> <p>Technology is available but not fully integrated.</p>	<p>CTE teachers teach only CTE content without integration of other core content areas.</p> <p>Teachers and students have limited access to technology.</p>
SI2	1,7	<p>All students play a major role in the selecting, planning, assessing and evaluation of their projects. Lessons are purely standards-based and fall into Quadrants C and/or D in the Rigor/Relevance Framework. All students use higher order thinking to produce student work (products or performances). Skills are contextualized in complex real-world unpredictable situations requiring thoughtful problem solving and the integrations of knowledge and skills from different disciplines and include higher order thinking.</p>	<p><b>CTE Students play a major role in the selecting, planning, assessing and evaluation of their projects. Lessons are purely based on Career Pathway and/or Industry Validated Standards and fall into Quadrants C and D in the Rigor/Relevance Framework. Students use higher order thinking to produce student work (products or performances). Skills are contextualized in complex real-world unpredictable situations requiring thoughtful problem solving and the integration of knowledge and skills from different disciplines and include higher order thinking.</b></p>	<p>CTE Students play a minor role in selecting, planning, assessing, and evaluation of their projects. Lessons are somewhat standards-based and fall into Quadrants A and/or B in the Rigor/Relevance Framework.</p>	<p>Skills are taught in “check-list” manner. Activities are not standards-based nor do they follow the Rigor/Relevance Framework.</p>
SI3	3	<p>Partnerships are formed between the school, community and industry partners. The community is an extended learning lab and frequently supports the school in their pursuit on knowledge and skills. The community is kept abreast of changes needed in the educational system and any proposed solutions.</p>	<p><b>Partnerships are formed between the CTE students, CTE teachers and industry partners. The community is an extended learning lab and frequently supports all schools. Industry partners are essential in the development of standards and curriculum based on industry needs. The community is kept abreast of changes needed in the educational system and supports proposed solutions.</b></p>	<p>The community is sometimes used as a resource. Teachers and students do not see the community an essential resource.</p>	<p>Learning takes place entirely in the classroom. The community is not used as a resource.</p>



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### Standards-Based Student Learning: Instruction

~ How it is Taught

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SI4	3	All students are placed in work-based sites directly linking to a program of study. Students are expected to apply knowledge and skills to real-world predictable and unpredictable situations.	<b>All CTE students are purposefully placed in work-based sites directly linking to a program of study. Students are expected to apply knowledge and skills to real-world predictable and unpredictable situations.</b>	CTE students are placed in work-based learning sites based on availability; sites are indirectly connected to the student's program of study. Students have limited opportunity to solve real world problems.	CTE students are placed in work-based learning sites based on availability without connection to the student's program of study.
SI5	3	All students experience work-based learning activities directly connected to their program of study. All students gain real-world experiences assisting them in making sound decisions in their education and career planning. Students are able to participate in more than one learning experience and make educational and career decisions based on their experience.	<b>All CTE students participate in focused work-based learning activities (i.e. school-based enterprises, job shadowing, mentoring, and/or internships) directly related to their program of study. All CTE students gain real-world experiences assisting them in making sound decisions in their education and career planning.</b>	Students voluntarily participate in field trips, job shadowing, mentoring, and internships that may or may not be linked to their program of study.	Students do not participate in field trips, job shadowing, mentoring, or internships.
SI6	5	All teachers progressively explore research based instructional strategies continuously improve instructional methods and delivery.  Through teacher modeling, students acquire the attitudes, skills and behaviors to create a safe and diverse learning environment. All students are engaged in their own learning process.	<b>CTE teachers progressively seek new teaching strategies and assessment practices to improve instructional methods and delivery. CTE teachers continually use differentiated learning principles to all lessons. CTE teachers continuously explore new teaching, learning and assessment strategies to improve instructional delivery.</b>  <b>CTE teachers consciously and systematically engage all students in the learning process.</b>	CTE teachers use a variety of instructional strategies but do not consciously address various learning styles.  CTE teachers are aware of and are making efforts to actively engage all students.	CTE teachers use instructional strategies that are comfortable and familiar.  CTE teachers are unaware of behaviors and practices that exclude students from active engagement.
SI7	1,8	All students function in Quadrant C and D in the rigor/relevance framework when assigned homework. Students apply knowledge and skills gained to solve unpredictable problems both in school and outside of school. Students take charge of their learning outside of the classroom.	<b>Homework assignments require CTE students to apply critical thinking skills in Quadrants C and D such as research, adaptation, problem solving, analysis and evaluation. Homework assignments are interdisciplinary, rigorous and involve real-world application.</b>	Homework is occasionally assigned, but lacking rigorous content.	Little or no homework is assigned.

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### Standards-Based Student Learning: Instruction

~ How it is Taught

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SI8	1,9	Differentiated learning is applied in all classrooms. Students and teachers give assistance to students who need extra help. Students feel secure in asking for additional assistance from teachers and peers.	<b>Differentiated learning is evident in the CTE classroom. Teachers gear lessons to accommodate various learning styles. Peer learning is also evident where students feel where students feel secure to pursue extra assistance from teachers and peers.</b>	Some accommodation is made for students requiring extra assistance. Students can voluntarily seek extra assistance.	Students are instructed as a whole group with no accommodations made.
SI9	1,8	CTSO student leadership councils and their members manage all aspects of CTSO's with little reliance on advisors. Responsibilities are clearly communicated and properly executed.	<b>CTSO student leadership councils and their members are actively involved in the decision-making and managing of CTSO's with little reliance on advisors. Responsibilities are clearly communicated and executed. Leadership skills are evident.</b>	CTSO student leadership councils and their members are provided some opportunity to demonstrate leadership skills.	CTSO student executive councils are in place; meetings are sporadic, attendance is poor, and responsibilities are not clearly communicated.
SI10	8,9	Teamwork is evident throughout the school. All students are given the opportunity to work with different team in promoting mutual respect.	<b>Teamwork continuously gives CTE students the opportunity to work with different teams in promoting mutual respect. Roles and responsibilities of the group are clearly defined and executed with the group operating independently with little assistance from the teacher.</b>	Group work is done infrequently. Roles and responsibilities of the group are not clearly defined nor properly executed. The group is unable to operate independently and students lack confidence in their teammates.	Students work individually.

## Career and Technical Education (CTE) Quality Indicators

<b>Quality Student Support</b> ~ Environment that Promotes High Expectations for Students Learning and Behaviors ~ Array of Student Support Services ~ School-Based Services Review					
QI	Perkins	<b>LEVEL 4 Performance</b> Optimal level of development and implementation	<b>LEVEL 3 Performance</b> Fully functioning and operational level of implementation	<b>LEVEL 2 Performance</b> Continuing development and/or partial implementation	<b>LEVEL 1 Performance</b> Initial development and/or implementation
QS1	3, 4, 7	All programs comply with DOE and industry safety regulations and standards, with semi-annual safety inspections and preventive maintenance.  An advisory group comprised of industry specialists certifies all programs for equipment, supplies and procedures are aligned with current industry standards.	<p><b>All CTE programs meet educational and industry standards for safety.</b></p> <p><b>All CTE teachers are in compliance with the DOE safety regulations and guidelines with outcomes of a conducive and safe environment for learning.</b></p> <p><b>All CTE programs have modernized equipment, supplies, and procedures aligned with HIOSH and program standards.</b></p>	CTE programs comply with safety regulations, and all safety notices are prominently displayed in the classroom.  CTE teachers set expectations for classroom behaviors promoting a safe environment.  CTE programs attempt to bring equipment, supplies and procedures up to industry standards.	Programs focus primarily only on passing safety inspections.  Teachers determine expectations and procedures for classroom behavior to provide a safe environment for staff and students.  Not all equipment, supplies, and procedures meet or reflect industry standards.
QS2	1, 7	Career explorations are an integral part of all aspects of the school system grades K-12+.  Career exploration/counseling program plans assist students in achieving career development skills.  Every student is required to complete a PTP.  CTE becomes the core component for the schools to drive students to continue career explorations.  Students are assigned to <i>a personal adult advocate</i> based on the student's program of study that includes occupationally focused work-based learning experiences.	<p><b>Career exploration is an integral part of the school and curriculum from grade seven.</b></p> <p><b>All CTE teachers regularly include career exploration activities including interest and ability assessments in their courses.</b></p> <p><b>Students have identified career, education and life goals in their PTP and pursue articulated course sequences that will help them achieve their goals.</b></p> <p><b>Students have a PTP that is updated regularly.</b></p> <p><b>Every student is in an advisor-advisee career exploration program that is organized by programs of study, includes several work-based learning activities, and meets regularly to assist students in the transition to the next level.</b></p>	Career exploration is not limited to a one-semester course in guidance. Teachers include explorations in career fields.  Students have a PTP and career goals.	Students take a one-semester guidance course.  Students sign up for random courses with no alignment to their PTP and career goals.

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QI	Perkins	<b>LEVEL 4</b> <b>Performance</b> Optimal level of development and implementation	<b>LEVEL 3</b> <b>Performance</b> Fully functioning and operational level of implementation	<b>LEVEL 2</b> <b>Performance</b> Continuing development and/or partial implementation	<b>LEVEL 1</b> <b>Performance</b> Initial development and/or implementation
QS3	1, 6	Counselors are assigned to students according to CTE programs of study and meet with students more than once a year to discuss progress and achievement affecting course selection, registration, school related activities, and career plans.  All students actively prepare for postsecondary study and/or employment.	<b>CTE students meet with counselors annually to discuss progress and achievement affecting course selection and career plans.</b>  <b>Students are aware of requirements for entry into postsecondary and/or employment and prepare themselves to meet these expectations.</b>	Students meet with counselors at least once in their 9/10 <sup>th</sup> -grade year to discuss course selection and career plans.  Students are aware of postsecondary expectations and requirements.	Students meet with counselors only on “request” or “as needed” basis.
QS4	1, 6	A multi-year plan is in place to recruit and provide <i>outreach</i> services to all students and their parents.  Registration information is detailed, organized by programs of study and discussed with all students.  Course/career planning beyond a 4-year sequence is emphasized and disseminated to parents, students prior to entry into a program of study and every year thereafter.	<b>The school has a comprehensive plan in place to recruit and provide outreach services to all CTE students and their parents.</b>  <b>The CTE department has discussed in detail registration information, organized by programs of study which, emphasizes courses and career planning sequence (grades 9-12) with long term educational and career goals.</b>	Schools are in the process of developing a plan to recruit and provide outreach services for students who have not yet committed to a program of study.  CTE teachers create and disseminate registration information that is detailing and emphasizing a four-year career plan and outlining various choices available for students.	Efforts to recruit students into programs of study and provide outreach services are done by individual teachers on a voluntary basis.  Individual teachers create and disseminate registration information.
QS5	6	All students have access to the full range of educational programs and services at the school to ensure equitable access and full participation of all students.	<b>Accommodations and modifications including instructional support services and aides are readily available to ensure success in CTE programs.</b>	Barriers have been identified and steps have been taken to provide the maximum opportunity to participate in CTE programs.	Courses, equipment, and facilities have been examined for equal access and full participation in CTE programs.
QS6	6	All courses have opportunities for educational modifications readily available for all students.	<b>All CTE teachers provide educational modifications for course curriculum and instruction and making them readily available for students.</b>	Teacher makes attempts to provide educational modifications for students.	No educational modifications are made for students

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## Career and Technical Education (CTE) Quality Indicators

<b>Responsiveness of the System</b> ~ Parent & Community Engagement ~ Public Responsibility and Accountability					
QI	Perkins	<b>LEVEL 4 Performance</b> Optimal level of development and implementation	<b>LEVEL 3 Performance</b> Fully functioning and operational level of implementation	<b>LEVEL 2 Performance</b> Continuing development and/or partial implementation	<b>LEVEL 1 Performance</b> Initial development and/or implementation
RS1	1, 6, 7	A comprehensive data collection system clearly identifies the educational progress of all students and graduates; information is <i>disaggregated</i> to identify the performance of all population groups in the school.  Analyzed data is utilized to evaluate the effectiveness of school programs and services and identify gaps in programs and services in order to increase student achievement. Data is used to devise improvement plans and are incorporated into the school's ACFIN.	<b>A system of formative and summative data collection clearly identifies the educational progress and achievement of all current CTE students and graduates against the Perkins core indicators and the school's ACFIN; information is disaggregated to identify students who are members of special population groups.</b>  <b>The CTE department analyzes data to establish CTE program outcomes and the need for program improvement.</b>	The CTE department is in the process of designing a comprehensive data collection system to assess student achievement.  The CTE department utilizes both <i>formative</i> and <i>summative</i> assessment/evaluation methods to measure student achievement.	There is no formal process to collect CTE student performance information.  The CTE department relies heavily on <i>norm-referenced</i> tests to measure student achievement.
RS2	1, 2, 3	In addition to local secondary, postsecondary, and business partners, mainland and/or <i>proprietary postsecondary institutions</i> have established partnerships and provide articulated dual credit and other incentives for student participation.	<b>Local secondary, postsecondary, and business partners have established partnerships and articulated dual credit program to create exciting and effective school-based and work-based learning opportunities that meet high academic and industry skill standards.</b>	Teachers have secured representatives from industry and postsecondary institutions to serve on a school level CTE education <i>program advisory council</i> .	Individual teachers initiate informal connections with postsecondary and/or community partners.
RS3	1, 7	As part of the students' PTP, parents, teachers, school counselors and students meet regularly to discuss the students' progress and make adjustments in course or career planning as necessary.	<b>As part of the students' PTP, parents, teachers, school counselors and students meet annually to review and discuss course selection and career planning. Informational meeting are conducted to assist parents in guiding students in course selection and career planning.</b>	Parental involvement in course selection and career planning is limited to individual parent initiative and a signature on the course registration form.	Parental involvement in course selection and career planning is on a voluntary basis.
RS4	5	The school has an accessible training resource library with a variety of professional development and curriculum resources for administrators, teachers, counselors, and staff.	<b>The CTE department has professional development opportunities and curriculum resources available to all CTE teachers.</b>	CTE teachers have limited access to curriculum resources.	Curriculum resources are not available at school.

## Career and Technical Education (CTE) Quality Indicators

<b>Responsiveness of the System</b> ~ Parent & Community Engagement ~ Public Responsibility and Accountability					
QI	Perkins	<b>LEVEL 4 Performance</b> Optimal level of development and implementation	<b>LEVEL 3 Performance</b> Fully functioning and operational level of implementation	<b>LEVEL 2 Performance</b> Continuing development and/or partial implementation	<b>LEVEL 1 Performance</b> Initial development and/or implementation
RS5	1, 6	Every <i>career pathway</i> has a designated coordinator to work in partnership with all students and employers to establish customized learning objectives aligned to industry and HCPS III, to develop evaluation criteria focused on students' program of study, and to continuously monitor each student's progress.	<b>The designated coordinator works in partnership with all CTE students and employers to establish customized learning objectives aligned to industry and HCPS III , to develop evaluation criteria focused on the students' program of study, and to continuously monitor each student progress.</b>	The designated coordinator works and follows up with CTE students and employers to discuss only broad, generic <i>employability skills</i> and evaluation criteria.	The designated coordinator's main focus is on placement and completion of required documentation (CTE accountability and program improvement documentation).
RS6	1, 3, 8	School level advisory councils, comprised of experts, postsecondary representatives, and alumni actively advocate for and support CTSO's on-going curriculum development, program support and program improvement.	<b>School level advisory councils, comprised of industry experts, postsecondary representatives, and alumni support CTSO's and assist in curriculum development and improvement.</b>	Most program areas have business partners and/or school level advisory councils who play a limited role in CTSO activities (i.e. guest speaking or judging events).	Program-area CTSO's do not have business partners and/or advisory councils.