

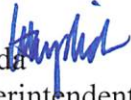


STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF CURRICULUM, INSTRUCTION AND STUDENT SUPPORT

November 24, 2014

TO: Complex Area Superintendents, Selected High School Principals, Career and Technical Education District Resource Teachers, Selected Career and Technical Education Coordinators

FROM: Leila Hayashida 
Assistant Superintendent

SUBJECT: **School Year (SY) 2014-2015 Career and Technical Education Technical Assistance/Monitoring Visits**

The Office of Curriculum, Instruction and Student Support (OCISS), Curriculum and Instruction Branch (CIB), in partnership with the Career and Technical Education (CTE) District Resource Teachers is preparing to conduct technical assistance/monitoring visits for the 2014-2015 school year. High school CTE programs are monitored every other year for the purpose of:

- Providing technical assistance in the implementation of the One-Year Plan;
- Providing classroom observation and instructional support; and
- Reviewing fiscal accounts and deliverables for state and federally-funded CTE programs.

Attached are the SY 2014-2015 CTE Technical Assistance/Monitoring Visits tentative agenda, list of schools and a CTE Perkins Improvement Elements reflective questions document (pre-monitoring questionnaire). The CTE District Resource Teachers will coordinate the visitation with their respective schools. The monitoring window will run from January 14, 2015 through March 12, 2015.

Should you have any questions, please contact Ms. Iris Mizuguchi, Educational Specialist for CTE, at 305-9705 or Ms. Sherilyn Lau, Educational Specialist for Perkins Federal Programs at 305-9707 or both via Lotus Notes.

LH:IM:lh

Attachments

c: Superintendent
Assistant Superintendents
Superintendent's Office Directors

**School Year 2014-2015 Career and Technical Education
Technical Assistance/Monitoring Visit**

Tentative Agenda

8:30 a.m. Meeting with Principal/School Administrator and Career and Technical Education (CTE) Coordinator
(start time may vary)

8:45 a.m. Program Review

- 2013-2014 End-of-Year Review
- Overview of 2014-2015 One-Year Plan based on the Monitoring Visit Checklist
- Review of 2014-2015 School Master Schedule and CTE Programs of Study offered
- Classroom Visitation/Program Review based on the CTE Improvement Elements (inclusive of the Quality Indicators)

Fiscal Accountability

- Perkins Funds and Program ID 15849 Accounts Review
- Deliverables Review

11:00 a.m. Visiting Team Meeting: Review of Findings

12:30 p.m. Exit Meeting with Principal/School Administrator and CTE Coordinator

School Year 2014-2015 Proposed Monitoring Visits

Honolulu District	State Resource Teacher	Educational Specialist	Visit Date
Anuenue	Alison Inouye	Sherilyn Lau	1/16/2015
Kaiser High	Morgan Nakamura	Sherilyn Lau	3/12/2015
Kaimuki High	Margaret Pearlman	Sherilyn Lau	1/26/2015
McKinley High	Alison Inouye	Sherilyn Lau	2/26/2015
Central District	State Resource Teacher	Educational Specialist	Visit Date
Aiea High	Morgan Nakamura	Sherilyn Lau	2/24/2015
Moanalua High	Morgan Nakamura	Iris Mizuguchi	1/28/2015
Waialua High	Morgan Nakamura	Sherilyn Lau	2/20/2015
Leeward District	State Resource Teacher	Educational Specialist	Visit Date
Kapolei High	Morgan Nakamura	Iris Mizuguchi	1/26/2015
Waianae High	Morgan Nakamura	Iris Mizuguchi	3/11/2015
Waipahu High	Morgan Nakamura	Sherilyn Lau	2/5/2015
Windward District	State Resource Teacher	Educational Specialist	Visit Date
Kahuku High	Alison Inouye	Iris Mizuguchi	1/30/2015
Kailua High	Alison Inouye	Sherilyn Lau	3/3/2015
East Hawaii District	State Resource Teacher	Educational Specialist	Visit Date
Waiakea High	Alison Inouye	Iris Mizuguchi	2/25/2015
West Hawaii District	State Resource Teacher	Educational Specialist	Visit Date
Honokaa High	Alison Inouye	Iris Mizuguchi	1/29/2015
Kealakehe High	Alison Inouye	Sherilyn Lau	1/14/2015
Maui District	State Resource Teacher	Educational Specialist	Visit Date
Baldwin High	Margaret Pearlman	Iris Mizuguchi	3/6/2015
Hana High	Margaret Pearlman	Iris Mizuguchi	3/5/2015
Lanai High	Margaret Pearlman	Iris Mizuguchi	2/2/2015
Molokai High	Margaret Pearlman	Sherilyn Lau	2/19/2015
Kauai District	State Resource Teacher	Educational Specialist	Visit Date
Waimea High	Margaret Pearlman	Iris Mizuguchi	2/17/2015

Career and Technical Education (CTE) Perkins Improvement Elements

PERKINS REQUIRED USES	QI CODE	REFLECTIVE QUESTIONS	COMMENTS/NOTES
<i>To strengthen the academic and career and technical skills of students participating in career and technical education programs.</i>	SI-1 SC-2	<ul style="list-style-type: none"> ○ How does the school ensure CTE program of study standards/benchmarks are addressed? ○ How do CTE programs integrate core academic subjects into all CTE courses where applicable? ○ What are the challenges? ○ How do CTE resources support this? ○ How are student outcomes/proficiency measured? ○ How does the CTE program/school measure effectiveness? 	
<i>To link career and technical education at the secondary level and career and technical education at the postsecondary level.</i>	SC-1 OL-1 RS-2	<ul style="list-style-type: none"> ○ Do the course offerings lead to increased program of study completers? ○ How are students encouraged to complete career pathway programs of study and to strive for dual credit? ○ How are resources used to accomplish this? ○ How is this measured/evaluated for effectiveness? 	
<i>To provide students with strong experience in the understanding of all aspects of an industry, which may include work-based learning experiences.</i>	SC-4 SI-5	<ul style="list-style-type: none"> ○ Does the school's CTE program offer opportunities to gain relevant industry experience? ○ How does CTE ensure work-based learning is connected to a student's program of study? ○ How do CTE program teachers ensure students are prepared for real-world experiences? ○ How are outcomes measured/evaluated? 	
<i>To develop, improve, or expand the use of technology in career and technical education.</i>	SI-1	<ul style="list-style-type: none"> ○ What evidence is there that CTE teachers effectively use technology to strengthen and enhance learning outcomes and proficiency of program of study standards? ○ How are outcomes measured/evaluated? 	
<i>To provide professional development programs.</i>	CS-1 RS-4	<ul style="list-style-type: none"> ○ Do CTE teachers participate in professional development opportunities? ○ What documentation is available to show use of what is learned from attendance at professional development sessions? Impact on students? 	
<i>To develop and implement evaluations of the career and technical education programs carried out with funds.</i>	RS-1	<ul style="list-style-type: none"> ○ In what ways are student progress and achievement evidence collected and analyzed? ○ How is assessment evidence utilized to improve CTE programs and student achievement in CTE programs of study? 	
<i>To initiate, improve, expand, and modernize quality career and technical education programs.</i>	OS-4 RS-1 SI-6 QS-1	<ul style="list-style-type: none"> ○ How is data used to plan for student outcomes and programs of study? ○ What evidence is there to show that decisions for student achievement of program of study standards are data driven? ○ How are resources leveraged to achieve <i>innovation</i> and improvement in CTE programs of study? 	
<i>To provide services and activities that are of sufficient size, scope, and quality to be effective.</i>	SI-2	<ul style="list-style-type: none"> ○ Are all program initiatives aligned to career pathway program of study standards/benchmarks and CTE goals? ○ How are the alignment and outcomes measured/evaluated? 	
<i>To provide activities to prepare special populations, who are enrolled in career and technical education programs for -high-skill, high-wage, or high-demand occupations that lead to self-sufficiency.</i>	OL-4 SI-8 QS-5 QS-6	<ul style="list-style-type: none"> ○ Does the CTE department have a process to evaluate CTE student achievement, including special population students? ○ In what ways are the CTE-specific modifications and accommodations to curriculum, instruction, and assessment in the classroom documented? ○ How is effectiveness measured/evaluated? ○ How does the school support accommodations/modifications in CTE classrooms? 	