

Quality Program Standards Summative Review

District IRN: _____ District Name: _____ Building Name: _____

Teacher Name: _____ Reviewer Name: _____ Date: _____

Standard 1: Instructional Facilities and Resources					
QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY	COMMENTS
1. Facility size, layout and labs facilitate delivery of the courses in the career- technical program.					
2. Facility is organized, maintained, compliant and conducive to learning.					
3. Classroom and laboratory inventory is developed annually with a plan for purchases and replacement current to technology used in workplace.					
4. Equipment is maintained and inspected.					
5. Non-classroom instructional spaces are conducive to learning and are maintained and inspected.					

Standard 2: School, Community, and Industry Relations

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY	COMMENTS
<p>1. Identify stakeholders and organize their support of the program.</p> <p>Evidence: (e.g., roster, minutes, assignments, schedules)</p>					
<p>2. Stakeholders advocate for the Career-Technical Program.</p> <p>Evidence: (e.g., marketing products, communications, documentation)</p>					
<p>3. Stakeholders are recognized annually for their support of the program.</p> <p>Evidence: (e.g., documentation at recognition ceremonies, communications, media)</p>					
<p>4. Parents or guardians receive information about student learning in the career technical education program.</p> <p>Evidence: (e.g., examples of material, media, website, pamphlets, communications)</p>					
<p>5. District has an established business advisory council, authorized by the local board of education, with established criteria for membership that meets regularly.</p> <p>Evidence: (e.g., membership names and titles, criteria, minutes, business advisory council report)</p>					
<p>6. Pathway advisory committee assists with program initiatives including evaluation, promotion, planning and instruction.</p> <p>Evidence: (e.g., minutes, program evaluation tool, program evaluation procedures, committee feedback)</p>					

Standard 3: Program Planning and Evaluation

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY	COMMENTS
<p>1. Collects local, state and/or national performance data for program improvement.</p> <p>Evidence: (e.g., local student evaluations, placement rates, industry credential passage rate, technical attainment participation and passage rates)</p>					
<p>2. Collects local, state and national economic development and labor market data for program alignment with labor market needs.</p> <p>Evidence: (e.g., Ohio Means Jobs, Occupational Outlook Handbook, and Bureau of Labor Statistics)</p>					
<p>3. Collects local, state and national economic development and career outlook data for program improvement.</p> <p>Evidence: (e.g., Ohio Means Jobs, Occupational Outlook Handbook, and Bureau of Labor Statistics)</p>					
<p>4. A plan and system for flow, organization, and reporting of data is established and communicated to all necessary parties.</p> <p>Evidence: (e.g., data plan, communications)</p>					

<p>5. Conducts a program evaluation based on local performance information, state performance measures, and input from community stakeholder groups.</p> <p>Evidence: (e.g., procedures, examples, WebXam data analysis)</p>					
<p>6. Administrators, counselors, and teachers clearly communicate all program opportunities to students. Student graduation plans are reflective of their informed decisions.</p>					

Standard 4: Educators that Contribute to the Profession

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY	COMMENTS
<p>1. Instructor continues professional growth through college credit courses, attendance at workshops, and/or other sources of training.</p> <p>Evidence: (e.g., individual professional development plans, proof of attendance, certificates, transcripts)</p>					
<p>2. Instructor engages in professional development focused on improving equitable outcomes for students in their classroom.</p> <p>Evidence: (e.g., culturally responsive pedagogy, implicit bias, stereotype threat training)</p>					

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Standard 5: Curriculum and Program Design

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY	COMMENTS
<p>1. An approved course of study is current and based on industry validated technical content standards.</p>					
<p>2. The program is logically organized, including course descriptions and sequences, industry validated technical content standards, prerequisites and staffing assignments.</p>					
<p>3. Technical content is aligned with academic content standards.</p> <p>Evidence: (e.g., lesson plans, course of study, cross walk, Standards By Design alignment documents)</p>					
<p>4. Program has approved CTE26, which includes curriculum, post secondary articulation, industry recognized credential options, experiential learning opportunities and CTSO affiliation.</p>					

Standard #6: Instruction

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY	COMMENTS
1. Instruction balances between inquiry-based classroom and laboratory instruction, experiential learning, and engagement in the Career Technical Student Organization.					
2. Instructional activities provide equitable opportunities for each to demonstrate technical skills and develop critical higher-order thinking. Evidence: (e.g., lesson plans, activity descriptions)					
3. Instruction reinforces the application of relevant and rigorous career-technical learning standards. Evidence: (e.g., lesson plans)					
4. Instructional program uses current and culturally responsive materials and resources. Evidence: (e.g., textbooks, online content)					

Standard #7: Assessment

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY	COMMENTS
<p>1. Program has a grading system in place that measures mastery-level completion and incorporates all phases of the instructional program.</p> <p>Evidence: (e.g., grading system, procedures, administrative approval)</p>					
<p>2. Program instructor(s) use both summative and formative assessments to inform instruction and adapt classroom to needs of students.</p>					
<p>3. Assessments measure technical and academic performance through locally developed assessments based on identified competencies.</p> <p>Evidence: (e.g., assessments)</p>					
<p>4. State Board of Education approved technical assessments, industry certification, and/or licensure examinations measure student performance.</p>					

Standard #8: Experiential Learning Experience Programs

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY	COMMENTS
<p>1. Students have experiential learning programs based on career pathways and Ohio's Career Field Technical Content Standards.</p>					
<p>2. Experiential Learning programs are planned, developed, and managed by the student with assistance from their instructor, guardian, and/or employer.</p> <p>Evidence: (e.g., records, portfolios, training agreements, placement)</p>					

<p>3. Continuous direct instruction and supervision of students' experiential learning programs are provided and documented by the instructor.</p>					
<p>4. Student maintains up-to-date and accurate experiential learning program records to independently analyze and evaluate program data.</p> <p>Evidence: (e.g., records, portfolios, training agreements, placement, data charts, data procedures, growth measures)</p>					
<p>5. Students have comprehensive experiential learning programs that show evidence of growth through annual summative data to administrators and stakeholders.</p> <p>Evidence: (e.g., summary records, data charts, growth measures)</p>					
<p>6. Student's experiential learning programs are evaluated and assessed for technical knowledge, skill and growth.</p> <p>Evidence: (e.g., lesson plans, training plans, employer evaluations)</p>					
<p>7. Students have access to Work-Based Learning experiences within the program and are participating fully in those opportunities.</p>					

Standard #9: Leadership Development / CTSO

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY	COMMENTS
1. Career-Technical instructors provide direct supervision of students in CTSO related activities at the local level.					
2. Students enrolled in the career-technical program have access to the CTSO and participate in local, regional, state and/or national activities.					
3. Access to CTSO participation and leadership is equitable across all subgroups.					
4. CTSO members are involved in the planning and implementation of a yearly events.					
5. The CTSO chapter plans and conducts award and recognition programs.					
6. Elected officers participate in CTSO leadership activities.					

7. Students perform technical skills in competitive career skills events of the student organization.					
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Standard #10: Student Access

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY	COMMENTS
1. Activities to recruit students from diverse backgrounds and across subgroups are being implemented. Evidence: (e.g., examples, pamphlets, communication, website, media, videos)					
2. School counselors are informed on the career technical program options and provide equitable guidance and information to students.					
3. Scheduling supports student concentration in and completion of career-technical programs that align with their career interests.					
4. District data is analyzed for equitable student access, enrollment, support, and achievement across subgroups and non-traditional participation.					

Staff present during review

Name(s) and Title(s) _____

Assumptions and Definitions

Standard 1: Instructional Facilities and Equipment

1. **Instructional Facilities** -- Include but are not limited to classroom, laboratory, instructor work areas, display area, lab laboratories, greenhouse, outside and inside storage areas, and retail areas. [The facilities and equipment (for program) must support instruction of the technical and academic content standards and reflect current and emerging technology in the career field (OAC 3301-61-03 (F))]
2. **Ohio School Facilities Commission guidelines (OSFC)** provide minimum size and layout recommendations. Schools planning new construction reference these recommendations and this information can be accessed through the school's architect or by contacting OSFC.
3. **EMIS** submits a warning when class size exceeds 25 students.
4. **Current Technology**-- Includes, computers, tablets, projection unit/smart board, Internet access, digital camera, VCR/DVD, TV, telephone, and/or industry related software
5. **Safety and Health Standards**— Inspections may be conducted by (but not limited to) area health regulatory agencies, OSHA or other safety accreditation agencies, fire regulatory agencies, EPA, and industry representatives.

Standard 2: School, Community, and Industry Relations

1. **Community members** include businesses, parents, Career Technical Student Organization (CTSO) Alumni or boosters, legislators, associations, and government agencies.
2. **Means of communication** may include any of the following: e-newsletters, other printed media, radio/television, e-mail, social media, web page articles, podcasts, community events, etc.
3. **School Partners:** Administration, school board, counselors, teachers, classified staff.
4. **Business and Industry Stakeholders:** Area Businesses and industry, agencies (e.g. Extension, Soil and Water, Fair Board, others).
5. **Community and industry activities** might include events sponsored by the Chamber of Commerce, fair boards, university extension, commodity associations, business trade organizations, etc.

Standard 3: Program Planning and Evaluation

1. **Performance data relative to state and federal performance measures** include (1) Assessment of technical skills attainment via end-of-course assessments, (2) Ohio Graduation Testing, (3) follow-up placement, (4) graduation rate, (5) attendance, and (6) industry credential.
2. **Recommended local performance data elements** that can be collected for use in program improvement include: (1) student performance on local assessments, (2) student demographics (gender, race, disability), (3) student enrollment, and (4) student retention.
3. **Economic data** related to student experiential learning (e.g. Supervised Agricultural Experience (SAE), internship, apprenticeship) is a critical source of performance information. Collection of this data is extremely useful and highly recommended
4. **Community** is defined as those businesses, non-profit organizations, parents, students, government agencies, post-secondary institutions who have a stake in the quality of the program and the success of students.
5. **Advisory committee membership** should be based primarily on those businesses in the community that the program serves. In addition membership should include representatives from postsecondary institutions. Other representatives may be drawn from other stakeholder groups in the school district.

Standard 4: Quality Educators that Contribute to the Profession

1. **Instructor is highly qualified**, seeks continuous professional improvement, and is active in school and community activities.
2. **Activities** for this instrument are beyond the local bargaining unit.

3. **Advanced Degree** is the next level of education above where teacher entered the profession as defined by their local professional development committee and an accredited post-secondary institution.
4. **Industry Credential** may be defined as being recognized within industry of having advanced knowledge and technical skill in a given field.
5. **Innovative resources to curriculum efforts** include task forces, state committees, and education initiatives above the local level.
6. **Community and industry activities** may include Chamber of Commerce, fair boards, extension programs, commodity associations, etc.

Standard 5: Curriculum and Program Design

1. **Articulation Agreement** refers to written and signed formal agreement for course and/or tuition credit between a high school and post-secondary institutions.
2. **Shared instructional resources** include teachers, equipment, curriculum materials, job shadow/cooperative learning sites, etc.
3. **Program of Study** design is challenging technical coursework and high-level academics that support Ohio's graduation requirements while preparing students for postsecondary education and the 21st Century workplace
4. **Course of Study** by definition includes A&E and industry content standards, a yearly plan for instruction, and a detailed sequenced secondary program of study course outline.
5. **CTSO is abbreviated for Career-Technical Student Organization (e.g. FFA, FCCLA, DECA, SKILLSUSA, BPA).**

Standard #6: Instruction

1. **Student achievement** is greatly influenced by the instruction provided through the career-technical education program.
2. **Instruction** combines a number of essential factors including methods, materials, resources, and strategies that are managed by instructional personnel
3. **Effective instruction** contributes to and enhances high academic achievement for all students.

Standard #7: Assessment

1. **Career Development/Skills Events** are interpreted to be any CTSO affiliated career development/skills event but may also include events that are similar in nature including the Envirothon, Ohio Junior Horticulture Events, etc.
2. **Concentrator** is a student who has completed a minimum of 50% of a career-technical education program and enrolled in additional courses.
3. **Phases of Instructional Program** include the classroom, laboratory, and experiential learning programs.
4. **Benchmark** refers to the passing score on a test or other type of assessment.

Standard #8: Experiential Learning Experience Programs

1. **Students' Experiential Learning Experience Program:** Programs may include exploratory, entrepreneurship, placement, research/experimentation/analysis, directed lab, internships and apprenticeships.
2. **Scope:** Increase level of responsibility, decision making, complexity, and supervision of employees.
3. **Size:** Increase in acreage, number of domesticated and non-domesticated animals, hours worked, laboratory responsibility, entrepreneurial growth.
4. **Experiential Learning Experience Planning** includes (but is not limited to) selection of experience, enterprise agreements, work agreements, budgets, and inventories.
5. **Regularly Scheduled Supervisory Visits:** All teachers are expected to make supervisory visits to each student.
6. **Adequate Resource** includes (but are not limited) to extended programming days, planning period, conference period, and mileage reimbursement.
7. **Supervisory Records and Evidence** includes (but are not limited) to experiential learning experience rubric, record books, photos, experience log, employer summary, teacher evaluation and accountability device/instrument.

8. **Record Keeping System:** Can use either AET Tracker, Microsoft/Apple Spreadsheets, or versions of Ohio Enterprise Record Books

Standard #9: Leadership Development / CTSO

1. **Chapter Level CTSO Programs and Activities:** community service, student development, chapter development (reference National POA for categories).
2. **CTSO Activities** include (but are not limited to) CTSO Camp, State Convention, National Convention, career development events, skills events, leadership nights, district officer training, Chapter Officer Leadership Training Conference (COLT), Made For Excellence, and Washington Leadership Conference.
3. **CTSO Programs** include (but are not limited to) degrees, proficiency awards, and National Chapter Award.
4. **Program of Activities Divisions** includes student development, chapter development and community development.
5. **CTSO business meetings** should occur on a regular basis.
6. **Officers' responsibilities** are outlined in the local CTSO constitution.
7. **The local CTSO Constitution** documents general operations with regard to structure, membership, degrees, officer responsibilities and decision making.

Standard #10: Student Access

1. **Admission requirements that limit enrollment:** Unreasonable prerequisites, agriculture or other type of background required, must have an established experiential learning experience program when entering the program, GPA requirements, perceived behavior issues, unwritten limitations based on a student's disability.
2. **All students** should be eligible to be served in a career-technical education program regardless of race, gender, disabilities or socioeconomic status.
3. **All students** are capable of high levels of achievement.
4. **Retention:** Current students enroll in the next course of the sequence of courses.