

CAREER AND TECHNICAL EDUCATION PROGRAM EVALUATION TOOL

	Emerging	Developed	Fully Developed
Four Year Plan	<ul style="list-style-type: none"> Lacks comprehensive plan Not all prompts addressed Lacks detail - General/broad Statements of compliance only; job description statements but nothing beyond 	<ul style="list-style-type: none"> Plan has most identifiable characteristics but may be missing elements Plan may have some continuous improvement characteristics but may appear more short term and doesn't alignment to overall vision 	<ul style="list-style-type: none"> Comprehensive plan with identifiable characteristics that provide evidence of plan implementation, continuous improvement and evaluation. Ex. SMART goals, Budget alignment and vision are clear All prompts addressed details specific to the work occurring specifically in that district or with consortium partners
Performance Indicator Data	<ul style="list-style-type: none"> Weaker program areas/ PIs are addressed and improvement strategies outlined Emphasis on director activities but not support staff, teachers, etc. Data was shared; no synthesis 	<ul style="list-style-type: none"> All areas addressed - few details Some synthesis of data and some trend analysis Improvement plans include CTE support staff 	<ul style="list-style-type: none"> Information about work that is occurring to address ALL PIs. Detailed strategies Data translated into 3 year "work plan" of improvement Improvement plans show evidence of participation of "non CTE" essential players (Principals, School Counselors, etc.) Evidence of Teacher Input Data is synthesized and includes trend analysis
Perkins' Requirements and Permissives	<ul style="list-style-type: none"> Did not address all 9, vague descriptions or explanations 	<ul style="list-style-type: none"> Clearly developed and rational explanation of 1-9 Evidence of permissives (+9) 	<ul style="list-style-type: none"> All requirements and a good selection of permissives are addressed in detail Strong connections are made between Rs & Ps, vision of CTE, and budget; turned into action items Evidence of permissives and tied to budget

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<p>Budget</p>	<ul style="list-style-type: none"> • Few line items - vague • Little description of item use/location 	<ul style="list-style-type: none"> • Clear division of PRC 014/017 purposes • Sustainable (include rotations, position movements, lab updates) • Adequate line items; connections to vision of CTE not readily apparent 	<ul style="list-style-type: none"> • Detailed • Alignment with Plan • Gives location items will be housed/utilized and specific use if not obvious • Transparency of budget is evident
<p>Professional Development</p>	<ul style="list-style-type: none"> • Some PD is offered; no organized plan • Few to none attend CTE Summer Conference 	<ul style="list-style-type: none"> • 2-3 PD components are addressed • CTE Summer Conference attendance is optional • PD addresses areas identified by data 	<ul style="list-style-type: none"> • All 4 components of PD are addressed • CTE Summer Conference attendance is expected • Includes all CTE teachers and staff; academic areas are included in some PD • Targets identified areas for improvement • Organized plan in place for future PD • Alignment to district and local CTE plan goals
<p>Overall Knowledge of CTE in the District</p>	<ul style="list-style-type: none"> • Knowledge with one or two people in the district • Compliance is role of director • CTE appears to be in a silo and not working/sharing with other areas in the district 	<ul style="list-style-type: none"> • Evidence of cooperative work within district (supports core, integration of projects) • Has limited knowledge of CTE's role in the district; depends on support staff heavily for specific info (curriculum, testing, pathways, etc.) • Can articulate processes and support structure (ex. testing, collection of WorkKey data) 	<ul style="list-style-type: none"> • Role of CTE within education and community/region well understood • Pathways understood by community beyond education including higher ed • Shared responsibility for compliance • Evidence of teamwork and integration with core areas
<p>Overall Improvement Plan for CTE in the District</p>	<ul style="list-style-type: none"> • Vague, lack of details • Statements of compliance/job descriptions without strategies for improvement 	<ul style="list-style-type: none"> • Improvements tied to budget and align with local, state and federal vision • Includes Support Staff improvements 	<ul style="list-style-type: none"> • Includes stakeholders such as CCP, industry, core curriculum, CTSOs • Covers perspective of all stakeholders - students, staff, school leadership, etc. • Highly targeted improvement goals