Program of Study – Self-Assessment
Phase 2:   Implementation

Category	Questions	Weak	Strong	Evidence
A. Career Readiness as Part of the School Culture				
1. School Culture and Climate	• Is career-readiness established as a focus area throughout the school building? • Do all staff emphasize career readiness? • Are students selecting courses based on their educational goals and career aspirations? • Do students interact with a variety of business and industry leaders? • Do students see the connection between their education and future career success?	• The school's focus is limited to academic coursework with little support for career preparation. • There is no established relationship between teachers, counselors, and administrators to support career preparation. • Career discussions are limited to one day engagements (e.g. Career Fair). • There are limited opportunities for business leaders to engage the school, students, and staff. • Course selection does not include a tie to student education and career goals identified in the Student Success Plan (SSP).	• Career discussions are common among students, teachers, school counselors, and administrators. • Career exploration is part of the school culture and used to inform CTE program of study (POS) selection. • Business and industry partners are common participants in classroom activities and other events with students. • Students see the connection between school and career success. • Students select courses based on identified education and career goals via the SSP.	Potential Metrics: • Percentage of students enrolled in CTE POS • POS retention rate (course 1-2, course 2-3) • Percentage of CTE students who interact with employers • Percentage of 11th grade CTE students on-track to graduate • Number of career readiness events held at the school level • Percentage of students selecting CTE POS based on goals identified through the SSP

Program of Study – Self-Assessment
Phase 2:   Implementation

Category	Consider	Weak	Strong	Evidence
A. Career Readiness as Part of the School Culture				
2. Administration and School Leadership	• What types of administrative support are provided to CTE teachers and students? • What type of instructional coaching is provided to CTE teachers? • How frequently does the administrative team engage the community and local employers to support CTE? • Are students able to schedule and complete their chosen CTE POS? • Does every student have an identified career pathway? • Are Perkins core indicators used to inform instruction and to make programmatic decisions regarding CTE? • Are Perkins core indicators used for evaluation and the continuous improvement of CTE?	• CTE is regarded as an elective. • The process for students to identify and select a POS is not defined. • CTE courses are used to fill students' schedules in their junior and/or senior year. • School leaders are unaware of the Perkins Core Indicators and LEA/school/program performance. • School leaders do not use Perkins Core Indicators as part of school/program administration or continuous improvement.	• CTE POS are valued within the infrastructure of the school. • Students are provided with career information so that they may choose an appropriate POS. • CTE courses are scheduled to ensure that all students can complete their POS. • School leaders are aware of and use Perkins core indicators to improve and support CTE POS.	Potential Metrics: • Percentage of CTE students completing college-ready math and ELA • Percentage of CTE students completing all high school requirements • Percentage of CTE students completing the CTE POS • Percentage of CTE students that have demonstrated technical skill attainment • Percentage of CTE students enrolling in post-secondary *without remediation* • Percentage of CTE students participating in high school summer bridge to college program

Program of Study – Self-Assessment
Phase 2: Implementation

Category	Questions	Weak	Strong	Evidence
A. Career Readiness as Part of the School Culture				
3. Career Counseling	• What school staff are involved in providing college and career counseling? • How do students indicate their education and career aspirations within the SSP? • How are SSP data reviewed to inform the advisement process? • How are students encouraged to participate in CTE coursework that align with identified career aspirations? • Are students assigned to a CTE POS? • Do biases like gender or perceived ability influence career counseling sessions with students? • How frequently are college and career conversations had with students?	• The career advisement process is not clear. • College and career counseling is not a "team" effort with defined support for students. • The SSP data are not used to identify goals or not used to inform counseling sessions with students. • School counselors spend a large portion of their time on duties other than college and career counseling. • Students are assigned to a CTE POS or external bias is applied to students when they select a CTE program.	• Every student is provided with support which includes an advisor, teaching staff, and the school counseling office. • Advisors work with students to develop the SSP based on educational goals and career aspirations. • Students meet with advisors on a quarterly basis to update and review the SSP. • Scheduling is not a barrier that prevents a student from completing their chosen CTE POS. • Students have sufficient information about careers to make informed decisions. • School counselors have adequate time for career counseling.	Potential Metrics: • Percentage of students participating in college visits • Percentage of students participating in career exploration visits • Number of teacher and school counselor interactions to support career readiness • Percentage of students selecting CTE POS based on goals identified through the SSP • Percentage of time counselors dedicate to career guidance • Percentage of nontraditional student participation and completers

Program of Study – Self-Assessment
Phase 2:   Implementation

Category	Questions	Weak	Strong	Evidence
B. Effective Instructional Practices				
1. Instructional Practices	• What types of data are collected to document student performance? • What methods are used to differentiate instruction in the CTE classroom? • How does the teacher work with employers to make connections between the CTE POS and local business? • Do academic and CTE teachers' partner to better align curriculum to the Common Core State Standards and Next Generation Science Standards? • Is there an on-boarding process to ensure business and industry experts are able to provide students with career information and mentoring? • How is project-based instruction facilitated in the CTE POS?	• Routine support for the teacher to address student performance and improve his/her instruction is not provided. • There is no defined relationship between academic and CTE teachers. • Curriculum alignment to the Common Core State Standards and Next Generation Science Standards has not occurred. • Business and industry is not involved in the career advisement process.	• Students are engaged and student achievement is used to drive instruction. • The CTE POS is aligned to the Common Core State Standards and Next Generation Science Standards. • Instructional practices are used that support both academic and technical skill development. • Business and industry is involved in the career advisement process and provide opportunities for career awareness and exploration. • There is evidence of project-based instruction, higher order thinking skills, and teamwork.	Potential Metrics: • Percentage of CTE students participating in career awareness activities • Percentage of CTE students participating in career exploration activities • Percentage of CTE students participating in career immersion experiences • Percentage of CTE students receiving an industry recognized credential, certificate, or license • Percentage of CTE students enrolling in postsecondary • Percentage of CTE students who interact with employers

Category	Questions	Weak	Strong	Evidence
B. Effective Instructional Practices				
2. CTE/Academic Teacher Partnerships	• How often do CTE teachers and teachers from other disciplines partner to develop common lessons, support students, or plan school activities/events? • How are CTE teachers included in school-wide initiatives (e.g. PLCs)? • Does the school schedule promote cross-curricular collaboration amongst educators?	• There are infrequent partnerships between CTE and teachers of other disciplines. • CTE teachers are not included in school-wide initiatives. • Instructional disciplines do not have the opportunity to partner or very little interaction occurs across departments within the school. • Students are not able to connect learning between CTE classes and academic coursework. • Students are not able to connect learning between CTE content and the workplace.	• There are multiple partnerships between educators which support students' academic and technical skill development. • CTE teachers are included in school-wide initiatives and expectations for all educators are consistent. • Teachers are empowered to build relationships that help students make connections between technical and academic content. • Teachers are empowered to build relationships with employers to promote learning both in the school setting and in the community.	Potential Metrics: • Number of collaborative projects involving CTE and teaches of other disciplines • Number of mentorship opportunities • Number of interactions between students and teachers regarding career opportunities • Percentage of CTE teachers attending school-wide professional learning • Number of teacher externships in a related industry

Category	Questions	Weak	Strong	Evidence
B. Effective Instructional Practices				
3. Career and Technical Student Organizations (CTSO)	• Does the school offer an approved CTSO for every CTE POS? • Do students have the opportunity to participate in CTSO events at the local level? At the state level? At the national level? • How are leadership development and peer networking included as part of the CTSO curriculum? • How closely aligned are the CTE POS and the CTSO? Do they function as co-curricular? • How are students encouraged to participate in the CTSO?	• Students do not actively participate in CTSOs or CTSOs are not active for most CTE programs. • Students have limited opportunity to participate in local, state, or national events/activities. • Teachers are not actively managing CTSO chapters. • CTSOs function outside of the classroom as an extracurricular activity.	• Student participation and membership in the CTSO is active and growing. • Students lead locally sponsored CTSO activities/events and engage the community. • Students successfully participate and complete state and national activities/events. • The CTSO activity connects the classroom to the community. • Teachers are actively involved in CTSO management and engaged with students to lead local chapters.	Potential Metrics: • Percentage of CTE students who are also members of a CTSO • Number and percentage of students participating in CTSO local/state/national conferences and activities • Percentage of CTE teachers actively engaged with a CTSO • Impact of CTSO engagement with the community

Category	Questions	Weak	Strong	Evidence
C. Professional Development				
4. Professional Learning – Content and Pedagogy	• How do CTE teachers keep current with knowledge and technical skill development? • Are there opportunities for school counselors and administrators to receive career or CTE related professional development? • Do business and industry partners support CTE teachers and students to develop technical knowledge and skills? • Are professional learning experiences for CTE teachers aligned to the Standards for Professional Learning (SPL)? • Do professional learning experiences for CTE teachers include opportunities to engage in content and pedagogy as well as to partner with business/industry and higher education?	• Teachers do not have connections with local or regional business or industry representatives. • School counselors and administrators do not attend CTE-specific professional learning opportunities. • Professional learning experiences at the school or LEA are not reflective of career preparation or there is little relevance for CTE teachers. • Professional learning is not tied to the expectations of business/industry or higher education. • Opportunities to develop content expertise and professional practice is not available for CTE teachers.	• Teachers have a strong connection to business and industry representatives in their technical area. • School counselors and administrators receive professional learning to strengthen CTE POS. • All professional learning for CTE teachers is aligned to SPL guidelines. • Professional learning is tied to the expectations of business and higher education. • CTE teachers have the opportunity to develop content expertise and participate in professional learning that is relevant to their teaching.	Potential Metrics: • Type/impact of interactions between teachers and industry partners • Type/impact of professional development opportunities for counselors and administrators • Number/impact of content specific professional development opportunities for CTE teachers • Number/impact of teacher externship opportunities

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Phase 2:   Implementation

Category	Questions	Weak	Strong	Evidence
C. Professional Development				
5. Professional Learning - Impact on Student Achievement	• Are teachers able to transfer rich professional learning to classroom practice? • Do CTE teachers display a variety of effective teaching strategies to support students? • Are there instructional supports for CTE teachers to improve student performance?	• Instruction in CTE classrooms is not active, there are very few opportunities for students and teachers to work collaboratively, and there is little evidence of student engagement. • CTE teachers do not have opportunities to engage in professional coaching. • CTE teachers do not feel empowered to improve instruction in their classroom.	• CTE Teachers use a variety of effective strategies that engage students and move learning forward. • CTE student performance is a cornerstone of instruction and data is used to meet the needs of all students. • There is a sense of excitement among all administrators, teachers, and school counselors.	Potential Metrics: • Percentage of teachers reporting that professional development had an impact on student learning • Percentage of CTE students showing improvement as a result of teacher professional development related to Perkins indicators • Percentage of CTE students showing improvement as a result of teacher content knowledge and skill development • Percentage of CTE students showing improvement as a result of teacher professional practice or instructional coaching