

Sumter County Career and Technical Program Evaluation Tool

Program Name –		Teacher Name –			School Name		New Teacher (Y or N) _____
#	Category	0 – No Evidence	1 – Evidence of Planning (Teacher Products)	2 – Evidence of Initial Implementation (Student Products)	3 – Evidence of Satisfactory Implementation (Routine)	4 – Evidence of Exemplary Implementation (Model)	Points
#1a	Curriculum Integration	There is no evidence that school-based personnel have integrated curricula.	<p>Evidence of academic teacher involvement in planning lessons and units that maximize relevance of subject matter and integrate LFS and AVID strategies. Evidence of academic standards listed in curriculum framework (ELA, science, math, social studies) in curriculum maps and lesson plans. Evidence teachers have participated in curriculum integration training.</p> <p><i>(Lesson or unit plans, assignments, agendas from training or learning community meetings, project blueprint)</i></p>	<p>Evidence of academic and CTE teacher collaboration in implementation of lessons and units that maximize relevance of subject matter and integrate use of LFS and AVID strategies. Evidence of initial implementation of academic standards listed in curriculum framework (ELA, science, math, social studies)</p> <p>Evidence of initial implementation of activities that engage multiple styles of learning.</p> <p><i>(Agendas or minutes from collaborative meetings, email communications, student work products with writing/reading tasks, student work products with workplace skills, assignment of culminating project – rubric, directions, or table of contents)</i></p>	<p>Evidence of routine collaboration between academic and CTE teachers on development and implementation of integrated lessons and units conducted in both academic and CTE classes which use LFS and AVID strategies. Evidence of routine use of academic standards listed in curriculum framework (ELA, science, math, social studies)</p> <p><i>(Agendas or minutes from collaborative meetings, email communications, student products from employability skills lessons, student products from a career/education planning tool, student products from culminating project/portfolio)</i></p>	<p>Evidence that CTE and academic team teachers share/teach best practices of curriculum integration using LFS and AVID strategies with other faculty members and support work of other programs.</p> <p><i>(Agendas, mtg. minutes, student products, mock interviews with advisory, CTSO participation in workplace skills' competitions)</i></p>	_____

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<p>#1b</p>	<p>Workplace Skills</p>	<p>There is no evidence of planning for or instruction in work habits and work ethics to include communication, interpersonal, and decision-making skills.</p>	<p>Evidence of planning for multiple styles of learning. Evidence of planning for some type of program culminating project or portfolio that promotes college and/or career readiness.</p> <p>Evidence of planning with emphasis on work habits and work ethics to include communication, interpersonal, and decision-making skills.</p> <p><i>(Lesson or unit plans, assignments, agendas from training or learning community meetings, project blueprint)</i></p>	<p>Evidence of initial implementation of a program culminating project or portfolio. Evidence of initial implementation of lessons and activities that emphasize work habits and work ethics to include communication, interpersonal, and decision-making skills.</p> <p><i>(Agendas or minutes from collaborative meetings, email communications, student work products with writing/reading tasks, student work products with workplace skills, assignment of culminating project – rubric, directions, or table of contents)</i></p>	<p>Evidence that full developed culminating project is linked to students’ career and education plans, work-based learning experiences, and development is supported by academic teachers and CTE teacher.</p> <p>Evidence of full implementation of lessons and activities that emphasize work habits and work ethics to include communication, interpersonal, and decision-making skills.</p> <p><i>(Agendas or minutes from collaborative meetings, email communications, student products from employability skills lessons, student products from a career/education planning tool, student products from culminating project/portfolio)</i></p>	<p>Evidence of culminating portfolio/project that is presented to and reviewed by advisory group and used to promote postsecondary opportunities and/or employment.</p> <p>Evidence of student achievement in areas of work habits and work ethics to include communication, interpersonal, and decision-making skills.</p> <p><i>(Agendas, mtg. minutes, student products, mock interviews with advisory, CTSO participation in workplace skills’ competitions, resume, job application, MyCareerShines products, employer evaluations)</i></p>	
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<p>#2</p>	<p>Articulation</p>	<p>There is no evidence of articulation with postsecondary partners or middle school feeder activities.</p>	<p>Evidence of a Program of Study. Evidence of at least one acceleration mechanism (Advanced Placement, Dual Enrollment, Industry Certification, or Articulation Agreement) being offered to program students. Evidence of planning for articulation with middle school teachers. Evidence of planning for activities with middle school students to promote program.</p> <p><i>(Program of study with AP, DE, IC, and articulation information; articulation agreement; agendas for a middle school event)</i></p>	<p>Evidence that students and parents are made aware of the Program of Study and benefits of completion to include Return on Investment for articulated credit and Bright Futures scholarship opportunities. Evidence that the program has strategies to increase program concentrators each year. Evidence that program faculty plans to work with middle school feeder and postsecondary partners to strengthen curriculum alignments. Evidence of at least one interaction with middle school students to promote program.</p> <p><i>(Lesson plans, parent communications, newsletter, agendas, mtg. notes, Email communication, presentation materials, list of improvement strategies)</i></p>	<p>Evidence that students use the Program of Study for planning. Evidence that the program has increased program concentrators. Evidence of at least one (1) activity of articulation with feeder middle school which include teachers and students. Evidence of articulation activities with postsecondary partners.</p> <p><i>(Parent communications, email communications, student products, agendas, meeting notes, field trips, guest speakers, data)</i></p>	<p>Evidence that the Program of Study is fully integrated into planning, scheduling, and completion activities. Evidence that the program has increased concentrators (completers). Evidence that students receive information on postsecondary articulation opportunities. Evidence of multiple articulation activities with middle school teachers/students and postsecondary partners to increase program enrollment and completion (concentrators).</p> <p><i>(Lesson plans, agendas, student products, parent communications, email communications, guest speakers, field trip schedule, student registrations, certificates of program completion, data)</i></p>	
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#3	Business and Community Partners providing Work-Based Experiences	There is no evidence of program partnerships with business and the community.	Evidence that the program has partnerships made up of business, community organization members, parents, students, and other school faculty. <i>(Email communications, list of members)</i>	Evidence of business partner meetings with goals and objectives. Evidence of active participation in the program by business and/or community organizations. Evidence that the goals and objectives include providing work-based experiences for students. <i>(Agendas, sign-in sheets, mtg. notes, email communications)</i>	Evidence of multiple business partner activities during the school year with notes reflecting goals, objectives, work, and outcomes. Evidence of business and community organization partnerships that provide work-based learning opportunities such as job-shadowing, clinicals, OJT, and internships. <i>(Clinical agreement, clinical schedules, OJT documentation, emails, agendas, sign-in, notes, employer evaluations)</i>	Evidence that business and community partners have impact on program activities. Work-based learning is an integral part of the curriculum. Culminating projects are coordinated through community and business partners and are presented to a panel of partners. <i>(Guest speakers, artifacts from partners in classroom, documentation of equipment/supply donations, mock interview panel sign-in, portfolio, student evaluations, student schedules)</i>	<hr/>
#4	Teacher Industry Credentials	There is no evidence the teacher carries the required industry certification or licensure appropriate to the program or there is no industry certification tied to the program.		Evidence the teacher is working towards the required industry certification for the program. <i>(Course schedule, online course hours, practice tests, registration for testing)</i>		Evidence the teacher has required industry certifications. <i>(Certificate)</i>	<hr/>
#5	Industry Certification	There is no industry certification available for the program or there is industry certification, but there is no evidence of instruction or preparation for students to take exams.	The program can show instruction in an industry curriculum and plans to administer industry certification exams though none have been done to date. <i>(Lesson plans, student products, practice tests, test vouchers, registration for testing, parent communication)</i>	The program has administered one or more industry certifications to students. The program has documented strategies to increase pass rates on the industry certification exam. <i>(Test results, certifications, list of strategies, lesson plans)</i>	Evidence that all students in courses aligned to industry credential attempted the industry certification exam. Evidence that at least 50% of those tested pass the certification exam. The program can show implementation of strategies to increase number of students taking and passing the industry certification exam. <i>(Test results, class lists, lesson plans, student work products, practice tests)</i>	Evidence of 75% or better pass rate on industry certification exams associated with each course in the program. The program can show use of business partners to implement strategies to increase number of students passing industry certification exam. <i>(Test results, class lists, lesson plans, student work products, practice tests, email, guest "teacher")</i>	<hr/>

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<p>#6</p>	<p>Align with High Growth, High Demand, High Pay Careers</p>	<p>There is no evidence of career exploration or career awareness activities.</p>	<p>Evidence in lesson plans to provide Program of Study and additional career information to students. Teachers document use of a career planning tool in lesson plans. (ex. My Career Shines)</p> <p><i>(lesson plans, presentation materials)</i></p>	<p>Evidence of activities to familiarize students with aligned careers and with the education programs to prepare students for career entry. Evidence of student use of a career planning tool with focus on Florida careers and Bright Outlook. (ex. My Career Shines)</p> <p><i>(Student products, student login information, reports from online tool)</i></p>	<p>Evidence of implementation of multiple career exploration and career awareness activities with students. Evidence of routine student use of a career planning products with focus on Florida careers and Bright Outlook. (ex. My Career Shines) Evidence of communication with parents on career awareness and opportunities.</p> <p><i>(parent communications, newsletters, web postings, email, parent signatures)</i></p>	<p>Evidence of individualized plans that include career goals and education requirements. Evidence of student use of <i>My Florida Shines</i> to monitor progress toward career and/or postsecondary education goals. Evidence of use of Department of Labor and FL Department of Economic Opportunity data on Florida occupational trends.</p> <p><i>(student product – academic plan or personalized program of study, student login information, reports from online tools; activities using DOL, O’Net, FL DEO)</i></p>	
<p>#7</p>	<p>Personalized Advisement of Opportunities</p>	<p>There is no evidence of program student advisement.</p>	<p>Evidence that the program is planning advisement activities to include participation of students and parents. Evidence of communication with school guidance counselor on planned advisement activities.</p> <p><i>(lesson plans, email communications, collaboration with guidance counselors, newsletters, announcements)</i></p>	<p>Evidence of at least one student/parent workshop where parents are provided information about course curriculum, Program of Study, industry certifications, culminating project requirements, career planning resources, and FL Gold Seal and Bright Futures CAPE scholarship requirements. Evidence of guidance counselor involvement in program advisement event. Evidence of planning for a program web page.</p> <p><i>(sign-in sheets, agenda, email communications, website template; Note: Workshop may take place at a whole-school event.)</i></p>	<p>Evidence of multiple communications with students and parents for sharing Program of Study, industry certifications, articulation agreements, culminating project requirements, career planning resources, and FL Gold Seal and Bright Futures CAPE scholarship requirements. Evidence of routine guidance counselor involvement with program. Program has a web page with links to career and education planning resources.</p> <p><i>(sign-in sheets, agendas, email communications, website documents; Note: Activities may take place at a whole-school events.)</i></p>	<p>Evidence of multiple opportunities for sharing of program benefits and resources. Evidence that the student/parent workshop is followed up with individualized advising sessions for students and parents if requested. Evidence of collaboration with guidance to keep them informed of program benefits and resources. The program website is updated and reflects student success in the program.</p> <p><i>(Agendas, Parent communications, newsletters, phone logs, email communications, website activity, sign-in sheets, mtg notes)</i></p>	

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#8	Emphasis on Essential Reading, Writing, and Math Skills	There is no evidence of teacher professional development in areas of reading and math content/instructional strategies. There is no evidence of instruction for content area reading/writing strategies, nor contextualized math standards, if applicable.	Evidence that the teacher has been scheduled for professional development for reading, writing, and/or math instructional strategies. Evidence of lesson planning which supports essential reading, writing, and math skills in context of career cluster <i>(lesson plans with reading/writing or math strategies annotated; registration for inservice, courses or webinars)</i>	Evidence that the teacher has attended professional development for reading, writing, and/or math instructional strategies. Evidence of instruction which integrates essential reading, writing, and math skills in context of career cluster. <i>(agendas from PD showing attendance at reading, writing, math instructional strategy training; meeting notes or communications showing collaboration with academic teachers or coaches to support essential skills; student products showing integration of essential skills)</i>	Evidence of routine integration of reading, writing, math skills relevant to career cluster in student work. <i>(Baseline, formative, and summative assessment results, multiple student products from integrated reading, writing, and math activities)</i>	The teacher has attended AVID state conference CTE strand or other literacy/math training and provides training to other CTE teachers on reading/writing/math instructional strategies. The teacher routinely collaborates with academic colleagues on best practices and shared assignments. <i>(Certificate of training, training agendas, email communications, PLC agendas or mtg notes, student products)</i>	_____
#9	CTE Student Organization	There is no evidence of a CTSO.	Evidence of planning for a CTSO. <i>(Charter application, email communications)</i>	Evidence of initial implementation of CTSO. <i>(Charter, roster, meeting agendas, meeting notes, fund raiser activities)</i>	Evidence of active CTSO with enough membership for leadership roles. Evidence of participation in regional competitive activities. <i>(rosters, officer slate, agendas and sign-in sheets, mtg. notes, calendar of activities, parent communication)</i>	Evidence of active CTSO with participation in regional and state competitions. <i>(rosters, leadership roles, agendas, calendar of activities, sign-in sheets, competition rosters, competition results)</i>	_____
#10	Program Enrollment	Program Enrollment is <50% of capacity OR program enrollment has a three decline*.	Program Enrollment is <50% of capacity but program enrollment is steady or increasing.	Program Enrollment is >50% of capacity and Program Enrollment three-year trend is steady or increasing.	Program Enrollment is >75% of capacity and Program Enrollment three-year trend is steady or increasing.	Program Enrollment is 100% of capacity and three-year trend is steady or increasing. (25 x #periods)	_____
						Total Points/Total Points Possible 44 points possible	<u> /44 </u>

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		50% or fewer of points possible	>50% of points possible	>60% of points possible –	>70% of points possible –	>80% of points possible –	
		Little Development or Implementation (Administrative discussion on viability of program)	Limited or Partial Implementation – Need for Comprehensive Improvement Plan	Initial Implementation – Need for plan for targeting weak areas (<3)	Fully Functioning Level of Implementation – Need for plan for targeting weak areas (<3)	Exemplary Level of Development and Implementation – <u>Model</u> Program	

COMMENDATIONS:

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Is this a new program? _____

*Does program enrollment reflect 3- year declining trend? _____

Date Reviewed: _____

Teacher Signature: _____

Principal Signature: _____

Comments by teacher or principal:
