

COVER PAGE
Career and Technology Education (CTE) Self-Assessment
A Model for Continuing Improvement for Great CTE
Secondary

Local School System:

**Career and Technology Education
Director:**

Location of Monitoring Visit:

Street Address

_____ , Maryland _____

City

Zip

1. ORGANIZATION OF THE SELF-ASSESSMENT

The secondary self-assessment has eight overarching or broad statements describing great CTE. Under each statement are specific clarifying strategies. Next to each strategy is a rating scale. Some of the strategies include references to data points or sources that will assist in the self-rating. Following the data points are targets. The target under the **column entitled 2007**, the first year of The Carl D. Perkins Career and Technical Education Improvement Act of 2006, is to record baseline data or information. *This may be represented by a number, percent, yes/no, or more descriptive phrasing.* The **column identified as current** is to list the most current data. The target under the **2012 column**, the final year of the Act, is to identify improvement goals to be attained in five years. This document was designed to be used in the development of the CTE Local Plan for Program Improvement.

2. DIRECTIONS

The self-assessment is useful at both the system and program level. In fact, in order to get an accurate picture of CTE on the system level, it is necessary to include input from department chairs, program coordinators and/or staff. The feedback is synthesized to get a total CTE program perspective. To use this document at the program level, complete sections two through seven for each of the system's CTE programs. The CTE Local Director should convene staff to synthesize the responses and assign the appropriate rating on one document, which is then submitted to MSDE **only** if the system is scheduled for a Local Recipient Conference. If not scheduled for a conference, the local school system staff is to work with the regional coordinator who will provide assistance in using the self-assessment and in the development of the CTE Local Plan for Program Improvement.

3. STEPS IN COMPLETING SELF-ASSESSMENT (Must be completed in the year of monitoring)

- a. Read each statement and circle the appropriate rating scale (1-5)
- b. Fill in the baseline data under the 2007 baseline, list the most current data under the column identified as current, and list the 2012 performance goal under the 2012 target
- c. Located at the end of each section is an area where comments and/or clarification notes, concerning any statement, can be placed

Rating: Use the following rating scale to determine the extent to which your LSS or program is implementing each strategy or component of CTE. For scores of three or less, specific strategies should be identified in the CTE Local Plan for Program Improvement.

1 = Full Implementation All work is complete	2 = High Implementation Work is nearly complete	3 = Moderate Implementation Work is partially complete	4 = Limited Implementation Work has just begun or limited work has been done	5 = Not Implementing No work has been done
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1. All Local School System CTE Programs are organized by the Career Cluster Framework and include Maryland CTE Programs of Study. (System)						Data Points	A.	B.	C.	D.	E.
							Base-line	Current	Target	Additional information provided	Feedback: Strength, opportunity for improvement, or clarifying questions
						2007			2012		
1.1	The school system uses Maryland's, or local, career clusters as the organizational framework to organize CTE programs.	1	2	3	4	5	No. of Clusters				
							No. of Programs of Study				
1.2	The Local Advisory Council (LAC) works with the school system to identify the clusters and/or programs that are most appropriately aligned to the economic and emerging needs of the region.	1	2	3	4	5	Placement Rate (3S1) and Local Data				
1.3	The local school system offers Maryland CTE Programs of Study in each cluster.	1	2	3	4	5	No. and % of Maryland CTE Programs of Study				
1.4	CTE goals are linked with the school system goals for coordinated instructional improvement through the Master Plans	1	2	3	4	5	Master Plan Update				
Comments and/or Clarifications:											

Rating Scale:

1 = Full Implementation 2 = High Implementation 3 = Moderate Implementation 4 = Limited Implementation 5 = Not Implementing

2. CTE Programs Align with MSDE Policies and Procedures for the Development and Continuous Improvement of Career and Technology Education Programs. (System & Program)						Data Points	A.	B.	C.	D.	E.	
							Base-line 2007	Current	Target 2012	Additional information provided	Feedback: Strength, opportunity for improvement, or clarifying questions	
2.1	All CTE Programs of Study have a plan for improvement and are aligned with the five-year CTE Local Plan for Program Improvement.	1	2	3	4	5	CTE Local Plan for Program Improvement, Five –Year Plan					
2.2	Programs include an academic core that allows students to be dual completers.	1	2	3	4	5	No. and % of Dual Completers					
2.3	PACs include leaders within postsecondary education and business/industry able to provide guidance on the specific CTE program of study.	1	2	3	4	5	PAC Membership					
2.4	CTE educators facilitate the administration of industry-based assessments in alignment with program requirements.	1	2	3	4	5	The No. and % of programs with industry certifications					
2.5	CTE students take and pass an industry certification exam where appropriate and available.	1	2	3	4	5	2S1 (Certification Pass Rates/ No. of students taking an exam)					
2.6	CTE students participate in Career Technology Student Organizations aligned to their program of study.	1	2	3	4	5	CTSO Data Base, Pre-Grad Survey (No. of students)					
2.7	CTE students participate in work-based learning experiences aligned to their program of study	1	2	3	4	5	WBL Survey & Pre-Grad Survey (No. of students)					
Comments and/or Clarifications:												

Rating Scale:

1 = Full Implementation 2 = High Implementation 3 = Moderate Implementation 4 = Limited Implementation 5 = Not Implementing

3. Program Quality is ensured by Active Program Advisory Committees. (System & Program)						Data Points	A.	B.	C.	D.	E.
							Base-line 2007	Current	Target 2012	Additional information provided	Feedback: Strength, opportunity for improvement, or clarifying questions
3.1	Every CTE program has a PAC that meets at least once a year.	1	2	3	4	5	PAC Meeting minutes or notes				
3.2	LACs and PACs provide input on current industry trends to inform the development of new or upgraded CTE programs.	1	2	3	4	5	LAC and PAC Meeting minutes or notes				
3.3	The LAC and/or PAC provide guidance on keeping curriculum, facilities and equipment current with industry standards and safety.	1	2	3	4	5	LAC and PAC Meeting minutes or notes				
3.4	The LAC directs the Program Advisory Committees (PACs) in at least an annual program review.	1	2	3	4	5	LAC and PAC Meeting minutes or notes				
Comments and/or Clarifications:											

Rating Scale:

1 = Full Implementation 2 = High Implementation 3 = Moderate Implementation 4 = Limited Implementation 5 = Not Implementing

A. B. C. D. E.

4. CTE students, including special populations, have Access to Career Development and Support for Successful Transition from Middle to High School and From High School to College. (System & Program)						Data Points	Base-line	Current	Target	Additional information provided	Feedback: Strength, opportunity for improvement, or clarifying questions
							2007		2012		
4.1	There is a local system of career k-12 development aligned with the Maryland Career Development Framework and COMAR.	1	2	3	4	5	Local Data				
4.2	CTE students have a six-year career and academic advisement plan prior to grade 9 and it is revisited annually.	1	2	3	4	5	Local Data				
4.3	Every CTE student has a mentor and caring adult in the school to provide career development and academic advisement (system of advisement).	1	2	3	4	5	Local Data				
4.4	Interest inventories are administered to guide students with their academic and CTE program choices.	1	2	3	4	5	Local Data				
4.5	4.5.1 Middle school students are provided information about CTE Program options. 4.5.2 High school students are provided information about CTE Program options.	1	2	3	4	5	Local Data				
		1	2	3	4	5	Local Data				
4.6	CTE students take postsecondary placement/entrance exams to determine their college readiness.	1	2	3	4	5	Local Data				
4.7	CTE students receive academic interventions in their technical programs of study.	1	2	3	4	5	Local Data				
4.8	CTE students are informed about CTE programs that are considered non-traditional to their gender	1	2	3	4	5	Local Data				
4.9	There is a local plan in place for school counselors to be informed about all CTE programs on an annual basis.	1	2	3	4	5	Local Data				
4.10	School counselors attend professional development on newly adopted CTE Programs of Study when available.	1	2	3	4	5	Local Data				
Comments and/or Clarifications:											

Rating Scale: 1 = Full Implementation 2 = High Implementation 3 = Moderate Implementation 4 = Limited Implementation 5 = Not Implementing

A. B. C. D. E.

5. CTE Secondary CTE Programs are aligned with Postsecondary Programs. (System & Program)						Data Points	Base-line	Current	Target	Additional information provided	Feedback: Strength, opportunity for improvement, or clarifying questions
							2007		2012		
5.1	Current articulation agreements are in place for all CTE Programs of Study.	1	2	3	4	5	Local Data, No. and % of articulation agreements				
5.2	The LSS and college have a system in place to track the use of articulated college credits.	1	2	3	4	5	Local Data/Community College				
5.3	There is a system in place to inform parents and students about earning * transcribed and articulated credit.	1	2	3	4	5	Local Data/Community College				
5.4	CTE students are encouraged to participate in early college experiences:	1	2	3	4	5	Local Data/Community College				
	• Advanced Placement Exam										
	• Articulated Credit	1	2	3	4	5	Local Data/Community College				
	• Concurrent Enrollment	1	2	3	4	5	Local Data/Community College				
	• Credit by Exam	1	2	3	4	5	Local Data/Community College				
	• Dual Enrollment	1	2	3	4	5	Local Data/Community College and MSDE data				
Comments and/or Clarifications:											

*Earning: student attends college and activates the articulated credit earned.

Rating Scale:

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6. Program Improvement is informed by Accurate Data Collection and Comprehensive Data Analysis. (System & Program)						Data Points	A.	B.	C.	D.	E.
							Base-line 2007	Current	Target 2012	Additional information provided	Feedback: Strength, opportunity for improvement, or clarifying questions
6.1	The Program Quality Index (PQI) and Local Performance Accountability Report (LPAR) data are accurate and can inform decision making for program improvement.	1	2	3	4	5	PQI/LPAR				
6.2	Local data (beyond the PQI and LPAR) are regularly collected and evaluated to assess current levels of student achievement.	1	2	3	4	5	Local Data				
6.3	CTE educators annually review their program data and know the patterns of assessment results, school-wide data and district-wide data to identify opportunities for improvement.	1	2	3	4	5	Local Data				
6.4	The CTE Local Plan for Program Improvement addresses low performing programs for continuous improvement or elimination.	1	2	3	4	5	CTE Local Plan for Program Improvement				
Comments and/or Clarifications:											

Rating Scale:

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7. CTE School - and Central Office-Based Staff have the Capacity to Implement High Quality Programs. (System & Program)						Data Points	A.	B.	C.	D.	E.
							Base-line 2007	Current	Target 2012	Additional information provided	Feedback: Strength, opportunity for improvement, or clarifying questions
7.1	Central office staff is organized to implement CTE programs within the career cluster framework.	1	2	3	4	5	Local Data				
7.2	CTE teachers hold industry certifications for their program area e.g. NATEF, CCNA, ACF etc.	1	2	3	4	5	Local Data				
7.3	CTE educators participate in systemic and ongoing professional development aligned with industry standards and guided by the Maryland Teacher Professional Development Standards.	1	2	3	4	5	Local Data				
7.4	CTE teachers are expected to embed evidence-based strategies acquired from professional development sessions into their instruction.	1	2	3	4	5	Local Data				
7.5	There are multiple opportunities for collaboration among (a) academic instructors and (b) CTE teachers by program to share the work, the thinking, and the responsibility for team decisions.	1	2	3	4	5	Local Data				
7.6	For all team members (school and central office), there are opportunities for collaborative inquiry focused on student performance areas that the data identify as weak.	1	2	3	4	5	Local Data				
Comments and/or Clarifications:											

Rating Scale:

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8. CTE Operates with Fiscal Responsibility (System)						Data Points	Base-line	Current	Target	Additional information provided	Feedback: Strength, opportunity for improvement, or clarifying questions
							2007		2012		
8.1	All funds are expended as approved in the CTE Local Plan for improvement.	1	2	3	4	5	Local Data and final reports				
8.2	Monitoring of obligations and expenditures is done on a monthly basis.	1	2	3	4	5	Local Data				
8.3	Return on investment yields increased program completion from enrollment.	1	2	3	4	5	MSDE Data, Enrollment/Completion Ration				
8.4	Reports, data and equipment inventory are submitted by MSDE due dates.	1	2	3	4	5	MSDE Data				
Comments and/or Clarifications:											

Rating Scale:

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