

Sample Academy Assessment (2012-2013)

Your academy has not completed data center entries for 2012-13; this sample academy assessment will not have your academy data populated in the evidence section. This is a print only version and is not a substitute for the online version.

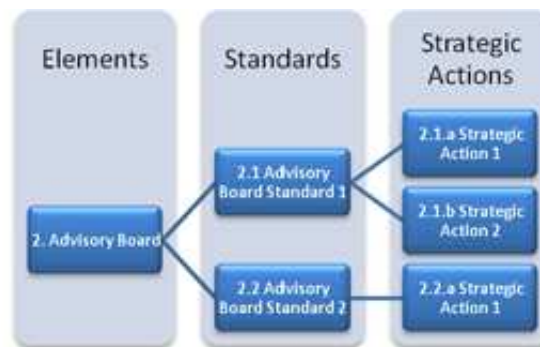
Generated on August 29th, 2012

Layout and Instructions

The Academy Assessment is structured around four elements that reflect the key elements of the NAF model:

- Academy Development and Structure
- Advisory Boards
- Curriculum and Instruction
- Work-Based Learning

Each of these elements is comprised of three to five standards, which elaborate important aspects of the NAF model. Finally, each standard is followed by several strategic actions that reflect the everyday academy practices to support each standard. It is at this action level where you will respond to questions and prompts regarding your academy's implementation of the NAF model.



Guide Questions

New Guide Question section is located at the end of the document. Words and terms that are underlined throughout the document are explained in this section.

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Academy Data and the Evidence Folder

The Academy Assessment layout is designed to populate the left column of each screen with related information about your academy from the NAF Data Center. This data will inform your scoring selections. Please note that Data Center information is not collected for all strategic actions. Academy teams should collect additional data and documentation that relates to each strategic action and compile this evidence into an Evidence Binder or Folder. A list of suggested evidence is provided on the left side of the document. (see the Academy Information Guide for more information)



Scoring

You can make selections manually in this sample version to prepare for entering your answers online. No score will be generated using this version.

For Further Information

Please direct questions about specific items on the tool to your NAF regional director.

Sample Academy Assessment (2012-2013)

1 Academy Development & Structure

Student Recruitment and Enrollment

A student-choice recruitment process with special outreach to NAF's target student population is used and results in a sufficient enrollment that reflects the demographics of the school.

Evidence Binder

- Description of recruitment policies, plans and results
- Provide a copy of recruitment materials and application
- Academy brochure or letter to parents
- Sample of career-themed guidance plan that includes all grades
- Orientation letter

Data Center Evidence

Strategic Actions

1.1.a Outreach efforts seek out at-risk students who represent NAF's target student population, and an open, choice-based enrollment process is used to ensure that academy demographics reflect the overall school or the district if the academy is a school. Our academy...

(select all that apply)

- has an open enrollment process that does not select or reject students based on their academic record
- has an open enrollment process based on student interest or choice
- outreach efforts explicitly seek out students who represent NAF's target student population
- demographics reflect those of our school or district (if the academy is a school)
- None of these

1.1.b Recruitment efforts result in student enrollment numbers that increase each year until the academy enrolls a minimum of 75 students per grade level.

select academy program status...

- program is fully implemented
- program is not fully implemented

our academy...

- enrolls at least 75 students in each grade or 300 (4-year program), 225 (3-year program) 150 (2-year program)
- enrolls at least 50 students in each grade level 200 (4-year program), 150 (3-year) 100 (2-year)
- enrolls less than 50 students in each grade level but increased overall enrollment by at least 20%
- enrolls less than 50 students in each grade level and did not increase overall enrollment by 20%

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1.1.c Recruitment procedures ensure that applicants and their families know that the academy is part of a national network and is designed to impact students' post-graduation plans and opportunities for life success. Our academy recruitment procedures ensure that applicants and their families know that the academy is...

(select all that apply)

- part of a national network
- designed to impact students' post-graduation opportunities for life success
- providing theme-based curriculum at each grade level
- None of these

1.1.d Parent and student orientation is provided so that applicants and their families are aware of the curriculum, student support, Advisory Board and partnership involvement, and work-based learning opportunities. In addition, a highlight of the relationship of the academy and the National Academy Foundation would ensure attendees know that the program is part of a national network. A formal orientation for the incoming academy students and their parents addresses...

(select all that apply)

- the academy curriculum
- student support
- Advisory Board and partnership involvement
- work-based learning
- role of the national network
- no formal orientation was provided for incoming students and their parents

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Personalized Environment

A personalized environment is created in the academy.

Evidence Binder

- Academy schedule showing students traveling together to classes
- List of academy courses by grade
- Sample common planning meeting agendas and minutes
- Minutes from a meeting at which academy data is discussed
- Program overview of college and career guidance

Data Center Evidence

Strategic Actions

1.2.a Academy students are scheduled as a group into NAF theme courses as well as in two or more core academic courses such as language arts, math, science, or social studies. At all grades of the academy students are scheduled as a group...

- into NAF theme courses plus two or more core academic courses
- into NAF theme courses plus one core academic course
- into NAF theme courses only
- Students are not scheduled into academy courses as a group, or at all grades in our academy

1.2.b Academy serves as the organizational structure in a four-year high school program of study. By design, it links core courses with technical content at each grade level, with a minimum of 4 NAF courses (or their equivalent) which are sequenced and coordinated.

- program is fully implemented, having graduated a class; students complete at least 4 NAF courses by graduation
- program is fully implemented, having graduated a class; students do not complete 4 NAF courses by graduation
- program is not fully implemented, having not yet graduated a class; four NAF courses are currently being taught in the academy
- program is not fully implemented, having not yet graduated a class; one NAF course is being taught in each operating grade
- program is not fully implemented, having not yet graduated a class; one NAF course is NOT being taught in each operating grade

1.2.c There is a weekly common planning time or other formal collaboration time for the academy team of more than three staff members, so that integrated learning, student supports and individualized student assessment can occur across disciplines and grade levels. During this school year, more than three of our academy staff...

- meets for common planning time or other formal collaboration time more than once a week
- meets for common planning or other formal collaboration time at least once a week
- meets for common planning time or formal collaboration time at least once a month
- do not meet formally and regularly

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1.2.d All academy students receive career-themed guidance on college exploration and college choices based on their individual interests.

- in the past year, students in grades 9 (or 10 if the academy is a three year program) -12th received career-themed guidance on college exploration and college choices based on their interests
- career-themed guidance on college exploration and college choices based on their interests occurred for students in grades 11-12
- only students in grade 12 received career-themed guidance on college exploration and college choices based on their interests
- career-themed guidance on college exploration is not part of our academy program for students

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Data Collection and Review

Ongoing review of the academy data is used for program improvement and to benchmark student progress.

Evidence Binder

- Example of comparison data and improvement plan
- Minutes from a meeting at which academy data is discussed
- Minutes from an Advisory Board meeting at which data is discussed
- Agenda from school administrators regarding academy data reviews
- Copy of data driven academy action plan

Data Center Evidence

Strategic Actions

1.3.a Our academy collects, analyzes and reports student data including characteristics (grade level, gender, race/ethnicity, ELL) and performance on a variety of outcome measures to make comparisons to the high school, in general. Data also includes the extent to which the academy retains its students and improves student performance. Data is...

(select all that apply)

- collected and analyzed
- compared to the high school in general
- used for continuous improvement planning
- None of these

1.3.b Data review is an integral component of the continuous improvement cycle of the academy's functioning by the Advisory Board, academy leaders, and school/district administrators.

Our academy data is regularly reviewed by...

(select all that apply)

- the academy Advisory Board
- academy staff leaders
- school administrators
- district administrators
- No regular review of academy data is occurring

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Academy Leadership

Academy leadership is broad-based, strategic, and sufficiently staffed.

Evidence Binder

- Document outlining leader responsibilities
- Academy hires- job description and resumes
- Teacher years of service to the academy
- Evidence of advocacy including letters, news clippings, letter from principal
- Academy director's schedule
- Academy counselor's schedule
- Evidence of student leadership responsibilities

Data Center Evidence

Strategic Actions

1.4.a Academy leadership structure includes clearly publicized responsibilities and may involve a combination of academy staff, Advisory Board members, district office administrators, school administrators, and students.

(select all that apply)

- academy staff
- Advisory Board members
- district office administrators
- school administrators
- students
- None of these

1.4.b School leaders recruit and hire uniquely qualified staff and retain them to promote quality and sustainability. School leaders publicly advocates for the program in the community, supporting the academy as part of a larger whole-school transformation effort. School leaders...

(select all that apply)

- recruit and hire staff uniquely qualified academy staff
- work to retain the team of academy teachers from year to year
- advocate for the program in the community
- support the academy as part of a whole-school transformation effort
- None of these

1.4.c An academy director, with daily or weekly release time or other regularly scheduled time, leads the academy in administrative and facilitative functions and is responsible for communicating with NAF and coordinating the program.

- Release or other designated time is provided so that there is ample opportunity to perform effectively the functions of the academy. Time is provided daily or weekly and scheduled.
- Distributed leadership is in place and involves several faculty members in defined leadership functions. Team is responsible for program administrative and facilitative functions, including communicating with NAF and coordinating the program
- There is no regularly scheduled release or other designated time daily or weekly to perform functions for the academy program.

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1.4.d Our academy has a designated counselor who knows students well and is familiar with the unique characteristics and needs of the academy. The counselor participates actively in team meetings, plays a role in recruiting students, coordinating interventions, and aligning course selection and work based learning experiences with student interests. The staff member guides students with college and career planning. A counselor...

(select all that apply)

- is part of the academy team
- assists with student recruitment
- assists with coordination of interventions and student supports
- aligns course selection with student interests
- aligns work-based learning with student interests
- guides students in college and career planning
- None of these

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Professional Development

District, school, academy leaders and partners participate in regularly scheduled professional development and collaboration.

Evidence Binder

- Common planning time agendas and minutes
- Names of Summer Conference attendees
- Date and topic of webinar attended
- Advisory Board training agenda for site based training or webinar attended, training dates

Data Center Evidence

Strategic Actions

1.5.a Professional development at the school level features academy teachers participating in regularly scheduled meetings and other trainings to design integrated learning, coordinate work-based learning strategies, develop career-related instruction and personalized supports for students, and strategize about academy business. During professional development, academy teachers work on...

	Regularly	Occasionally	Rarely	Never
Designing instructional integration...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinating work-based learning strategies...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing career related instruction...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing personalized student supports...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategizing about academy business...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.5.b Professional development for the Advisory Board and other partners assures their preparation and comfort to engage with students as speakers, job shadowing hosts, mentors and internship supervisors.

- occurred two or more times
- occurred one time
- did not occur

1.5.c Professional development at the national level includes staff attending NAF Next, engaging in webinars and participating in NAF sponsored regional support activities offered through regional teams.

(select all that apply)

- attended NAF Next
- engaged in NAF-hosted webinars
- participated in NAF sponsored regional support activities
- None of these

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2 Advisory Board

Advisory Board Membership and Operations

A formally organized Advisory Board operates with broad-based community representation.

Evidence Binder

- Member roster
- Copy of strategic planning process
- By laws
- Financial policies
- Succession plan
- Board minutes
- List of officers
- Committee structure
- List of activities to support students
- List of meeting dates for current school year

Data Center Evidence

Strategic Actions

2.1.a Advisory Board recruitment efforts result in at least 10 members representing all aspects of the academy industry including business and industry leaders, higher education, parents, students, academy directors and school/district administrators. Our Advisory Board membership currently features...

(select all that apply)

- 10 or more members
- academy director/teacher leaders
- business and industry partners
- higher education and community partners
- parents and/or students
- school and/or district administrators
- None of these

2.1.b The Advisory Board has a current strategic plan, updated by-laws, financial policies and a succession plan to help the academy to grow and sustain. Our Advisory Board has...

(select all that apply)

- a strategic plan
- updated by-laws
- financial policies
- succession plan
- None of these

2.1.c Advisory Board meets regularly and operates defined committees that advise the program of study, set policies and develop resources. The members also review academy data, participate in the Academy Assessment process and provide input into the academy action plan. Our Advisory Board...

(select all that apply)

- meets at least once a month (academies less than 4 years old) or meets quarterly (academies over 4 years or older)
- operates defined committees that advise the program of study
- participates in the Academy Assessment process
- reviews data including student performance, work-based learning opportunities, and Academy Assessment outcomes
- provides input on the academy action plan
- None of these

Sample Academy Assessment (2012-2013)

Support for Learning

Advisory Board members actively support teachers and help students attain increased levels of college and career readiness

Evidence Binder

- List of engagement activities: related photos, newspaper articles, etc.
- List of industry trends
- Agendas from professional development activities for staff
- Mentor list
- Student projects and Advisory Board role in supporting the project

Data Center Evidence

Strategic Actions

2.2.a Advisory Board assists academy staff with curriculum selection, design, and implementation, as well as provides technical assistance and professional development. In the past year, our Advisory Board has...

(select all that apply)

- assisted in selection and review of curriculum
- provided technical assistance and professional development
- shared latest industry trends with staff and/or students
- provided information about new careers in the field
- provided skills and information on leadership skills, business ethics, teamwork, critical thinking and problem solving, and communication
- provided off site professional or business experience such as summer externships for on-the-job training of staff
- mentored staff
- None of these

2.2.b Advisory Board brings its industry knowledge and expertise to the students through classroom team teaching, guest speaking and mentoring. In addition, the Advisory Board provided structured work-based learning experiences and assisted with project work. In the past year, our Advisory Board has...

(select all that apply)

- shared industry knowledge and expertise with students in a classroom setting by being guest speakers and presenting workshops
- provided mentoring to academy students
- provided work-based learning experiences such as job shadows and field experiences
- provided compensated internships
- assisted with project-based learning
- None of these

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Support for Sustainability

Advisory Board provides support to develop and sustain the academy.

Evidence Binder

- Examples of human and technical resources
- Scholarship awards
- Fundraising report

Data Center Evidence

Strategic Actions

2.3.a Advisory Board members provide resources to ensure the stability of the academy. In the past year the academy has...

(select all that apply)

- secured human resources by involving new members or partners to sustain and grow the advisory board and academy
- secured financial resources through annual fund raising events and solicitations that support academy activities such as student scholarship and internship needs.
- secured technical resources to support curriculum development, review of student projects and presentations and to impact teacher knowledge of the field
- None of these

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3 Curriculum & Instruction

Program of Study/Integration

The academy uses NAF curriculum and fully integrates it with the core subject area content.

Evidence Binder

- Official school Course Guide
- Project outline and samples of student work
- Evidence of theme integration with core subjects

Data Center Evidence

Strategic Actions

3.1.a The academy program of study includes four NAF courses* by completion of the academy program with themes from these courses integrated into core academic course content (*or approved alternatives). Our current academy program of study includes...

- 4 NAF courses* by completion of the academy program and themes from these courses are regularly integrated into core academic course content
- 4 NAF courses* by completion of the academy program and themes from these courses are occasionally integrated into core academic course content
- 4 NAF courses* by completion of the academy program but themes from these courses are not integrated into core academy course content
- None of these

3.1.b Project-based learning is the primary vehicle by which NAF course themes are integrated into core subject area content, providing a relevant context for student learning. This past year, extended project-based learning projects of at least 2 to 4 weeks were implemented...

- one project per semester at every grade level
- one project per year at every grade level
- project-based learning is not occurring at all grade levels each year

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Instructional Practices

NAF instructional practices are known and used by all academy teachers.

Evidence Binder

- Sample lesson plans
- Examples of writing rubrics
- Sample of how best practices were shared
- Session description at NAF conference
- Example from webinar participation

Data Center Evidence

Strategic Actions

3.2.a Academy teachers regularly use NAF-endorsed literacy strategies (e.g. common writing rubrics) to help students improve their vocabulary, reading comprehension, oral communication, and writing skills. This past year, NAF-endorsed literacy strategies were explicitly used...

- frequently across all grade levels
 occasionally across all grade levels
 rarely, not at all, or not across all grade levels

3.2.b Academy teaching staff shares best practices and demonstration lessons with others in the academy or school and across the network. This past year, academy teachers shared lessons and effective teaching strategies...

(select all that apply)

- with the academy teaching team during team meetings
 through a formal presentation at NAF NEXT for professional development
 in presentations at regional meetings and other NAF workshops, conferences, and meetings
 with colleagues in the school or district
 None of these

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Instructional Supports

Formal supports help all students achieve the extended benefit of NAF academy courses.

Evidence Binder

- Samples of support services and classes
- Schedules of when services are available
- Documentation of how at-risk students are identified
- Programs to serve at risk students

Data Center Evidence

Strategic Actions

3.3.a The academy team, Advisory Board, and school counselors ensure that sufficient academic supports (tutoring, mentoring, Saturday classes, skill workshops, etc.) exist to help students succeed in academy and core courses. This past year, academy students received academic support through...

(select all that apply)

- tutoring
- mentoring
- skill-building workshops offered during school
- classes or workshops offered after school, on weekends, or during the summer
- credit recovery
- None of these

3.3.b There is an organized approach to identifying students at risk of failure, accompanied by intervention systems to address factors that increase academic failure and dropping out. Our academy currently...

(select all that apply)

- has a systematic way of identifying students at risk
- has an organized intervention system for students at risk
- is developing ways to identify and support students at risk
- None of these

Sample Academy Assessment (2012-2013)

College/Career Readiness

Academy coursework prepares students to be college and career ready.

Evidence Binder

- Courses and programs to build college knowledge
- List of articulation agreements, industry certifications, dual enrollment and AP courses
- List of academy students taking SAT and or ACT
- Academy course listing for students
- Copy of state graduation requirements and state college admission requirements

Data Center Evidence

Strategic Actions

3.4.a Academy intentionally builds the college knowledge of students, helping them understand the post-secondary system and culture, research college options, and navigate issues such as testing, applications, and financial aid. This past year, our academy explicitly worked with students on...

(select all that apply)

- understanding the system and culture of college/post-secondary education
- researching college/post-secondary options
- navigating issues such as testing, application, and financial aid
- None of these

3.4.b All academy students take a program of study that makes them at least eligible for admission to a state college. In an effort to make students college ready, our academy program has...

- a college-prep program of study in place for all of our academy students
- a college-prep program of study in place for a selection of students in our academy
- we are at the starting point, this effort has not begun

3.4.c Students in our academy have access to multiple post-secondary education options through articulation agreements, industry certifications, dual enrollment, Advanced Placement courses, and other formal activities. Our academy has...

(select all that apply)

- articulation agreements
- industry certifications
- dual enrollment such as College Now
- Advanced Placement courses
- None of these

3.4.d NEW non-scored item

This item is new for your review and will not be scored this year.

Academy participated in new NAF student assessments

(select all that apply)

- NAF end of course assessments
- internship assessments
- None of these

Sample Academy Assessment (2012-2013)

4 Work-Based Learning

Provides a WBL Program

Provides a WBL Program to ensure all students graduate college and career ready.

All students complete a sequenced set of work-based learning experiences as defined by the Internship Gold Standards.

Evidence Binder

- Work-Based Learning plan with calendar of internship preparation activities integrated with program of study
- Description of activities and relationship to the theme
- Provide evaluation process/tools
- Lesson plans that emphasize NAF College & Career Readiness skills

Data Center Evidence

Strategic Actions

4.1.a A three-to four-year series of coordinated and sequenced work-based learning experiences that include activities within career awareness, career exploration and career preparation guarantee that students are provided with learning opportunities that build in sophistication, duration, and intensity and ultimately prepare them for compensated internships.
select academy program status...

- program is fully implemented
 program is not fully implemented

A coordinated, sequenced, work-based learning program is...

- fully in place for all students
 partially in place across the academy
 not in place

4.1.b Academy work-based learning experiences reinforce NAF and core curricula and emphasize the College & Career Readiness skills needed for future success in college and the workforce, including creativity, problem solving, communication, collaboration and teamwork, professionalism, self-direction and critical thinking.
Work-based learning experiences in our academy...

(select all that apply)

- are explicitly aligned with themes and content of NAF courses and core academic courses
 emphasize College & Career Readiness skills such as creativity, problem-solving, communication, collaboration and teamwork, professionalism, self-direction, and critical thinking
 does not align with NAF courses, core academic courses, or College & Career Readiness skills

4.1.c A continuous evaluation process is in place to assess the effectiveness of the work-based learning program and to plan for future refinement and implementation. A continuous evaluation process to assess and improve our academy's work-based learning program is...

- fully in place
 in development
 not in place

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Internship Completion

The academy develops and sustains a program of compensated internship experiences for all students.

Evidence Binder

- List of logistical needs and who is addressing them; staff, Advisory Board or host site

Data Center Evidence

Strategic Actions

4.2.a All academy students complete a compensated internship experience before they graduate. The percentage of last year's (2011-2012) seniors who completed a compensated internship experience as a junior or senior was...

- 90-100%
 70-89%
 50-69%
 below 50%
 our academy has not reached 12th grade (2011-2012) yet and cannot meet this standard

4.2.b Academy staff and Advisory Board members work with internship providers to support their logistical needs and to ensure that the internship is a win-win experience for students and the internship provider. This past year (2011-2012/Summer of 2012), internship providers were supported in their logistical and organizational needs by...

(select all that apply)

- academy staff
 Advisory Board members
 internship providers
 None of these / no internships yet

Sample Academy Assessment (2012-2013)

Students' Career Goals

Students, teaching staff and internship providers collaborate to support the students' career goals.

Evidence Binder

- Provide a sample of individualized student learning plan which includes college and career goals planning documents
- Student testimonials
- Sample student post-internship portfolios or written reflections

Data Center Evidence

Strategic Actions

4.3.a Written, individualized student learning and college/career plans allow for differentiated skills levels, and alignment with student interests, personalized internship experiences and targeted debriefing, reflection and evaluation. Individualized learning and college/career plans that enable us to align academy program elements to student skills, interests, and needs are...

- fully in place for all students
- partially in place across the academy
- not in place

4.3.b Internship experiences are linked to students' future career goals in order to make learning more engaging and relevant. Last year's (2011-2012/Summer of 2012) internship experiences in our academy were...

- intentionally linked with student-specific career goals
- broadly linked with the academy theme
- None of these / no internships yet

3. Guide Questions: Explaining Terms in the Academy Assessment

1.1. a Targeted student populations Does your academy have a recruitment strategy that is specifically focused on enrolling students who are at-risk of graduating? For Academies of Engineering, the targeted population includes enrolling a high proportion of females, Hispanic/Latino, Black/African American, and Native American students.

1.1.a Open choice enrollment process Does your academy accept students based on interest rather than academic record? Are students eligible if they have a low GPA? Academy selection may be subject to a lottery system that randomly selects students; this is considered an open enrollment process.

1.2 .a Students scheduled as a group Are the majority of your academy students scheduled together in career courses by grade? Are academy students scheduled in at least one or two core courses so the career theme can be integrated into core course content? And, are students scheduled together from year-to-year for the duration of their academy experience to create a small learning community environment?

1.2. b. Equivalent courses Approved **non-NAF courses** usually refer to Academy of Engineering course content. Examples include Project Lead the Way, STEM 101 and Paxton Patterson. In some cases, courses such as SAS Programming, third party adoption, approval or endorsement occur with approval from NAF. If your academy, state, or district is involved in one of these special arrangements, academy leaders should be aware of the provisions of the agreement.

1.2. b Sequenced and coordinated Are courses taught in an order that is required by the state or district? Are courses taught in a sequence that enables students to receive dual enrollment credit? Are courses taught in the suggested order provided by NAF, Project Lead the Way, Paxton Patterson, or STEM 101?

1.2. c. Planning time or other collaborative time Is planning time a formal, regularly scheduled weekly event? Are teachers being compensated to conduct these meetings when they occur before school, during lunch, or after school?

1.2 c. Academy team/staff Does your academy team consist of at least four staff? Do these staff members meet together on a weekly basis to discuss academy issues, students, and curriculum integration?

1.3.b Retain students Do students remain in your academy for the duration of the academy experience? Are steps in place to conduct interviews with students exiting the academy to learn about the factors causing them to leave? Are programs and activities in place for students on the verge of exiting the program?

1.4.b. Work to retain staff Academy staff is often trained to deliver specific, career-themed content, particularly Project Lead the Way instructors, NAF Curriculum Fellows, and academy coordinators. Are these staff dedicated to the academy and not sent to work in other departments or schools so that consistency in the career-themed courses is sustained over time?

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I.4. b. Uniquely qualified academy staff When hiring, does the academy look for candidates that have experiences working in a field connected to the career theme? Does the academy seek candidates with dual certification in both a core and career content area?

I.4. c Academy Director Is your academy led by a site-based staff member called a coordinator or a district leader called the director? In this question, consider either person, if they have release time to fill this function.

I.4. c. Other regularly scheduled time Is time provided by school or district leaders to accommodate the tasks associated with operating the academy? This could include release from teaching, non-teaching duties, a CTE management position used to manage the academy, or a shared district and school-based position.

I.4. c Distributed leadership Are there many individuals taking formally defined responsibility for various tasks that are essential to successfully operating the academy? Do these individuals include school and academy staff and perhaps partners and advisory board members?

I.5.a Professional development activities occur *regularly* Do academy staff participate in monthly trainings to improve instructional integration, design personalized supports for students, and develop academy practices such as developing work-based learning activities, finding partners, and recruiting teachers and students.

I.5.a Professional development activities occur *occasionally* Do academy staff participate in trainings each semester to improve instructional integration, designing personalized supports for students, and strategize academy practices such as developing work-based learning activities, recruiting teachers and students, and soliciting new partners.

I.5.a Integrated learning Integrated curriculum is a series of conscious and informed strategies used to connect the content of one or more academic and career courses so that what is learned in one discipline is combined with and reinforced in the other disciplines over an extended period of time.

I.5.b Professional development for advisory boards Does the academy director/coordinator conduct training to prepare Advisory Board members and partners to become mentors and internship providers, and to critique student work projects? This kind of training for advisory boards and partners occurs two or more times a year, once a year, or not at all.

2.2.b. Work-based learning Work-based learning is an educational approach that links learning in the workplace to learning in the classroom to engage students by participating in real world activities. Work-based learning include career awareness, career exploration, and career preparation activities that promote students' exposure and access to future education and career opportunities. Does your work-based learning program include interactions with employers, from career exploration discussions to mentoring, field trips, job shadowing, and internships? <http://naf.org/files/WBL.pdf>

2.2. b. Project-based learning Do students in NAF courses engage in project-based learning as recommended in the curriculum? Project-based learning is a teaching method that engages students by focusing on complex questions or problems and having them investigate answers to problems over an extended period of time, often resulting in presentations and products. Presentations and products are often judged by professionals in the field related to the project.

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Is the duration of the project at least two to four weeks? When working on a project, are students charged with finding viable solutions to real problems, or with achieving specific individual or group outcomes through units of instruction that are aligned in more than one discipline.

- Specifies products that solve problems, explain dilemmas, or present information generated through investigation, research, or reasoning
- Includes multiple products that permit frequent feedback and consistent opportunities for students to learn from experience
- Uses performance-based assessments that communicate high expectations, present rigorous challenges, and require a range of skills and knowledge
- Builds in collaboration in some form, either through small groups, student-led presentations, or whole-class evaluations of project results

2.3. a Human, technical and financial resources Do advisory board members spend time directly supporting students and teachers? Do advisory board members provide help in reviewing curriculum, student reports, or teacher professional development that enhances state of the art knowledge of the career theme? Does the advisory board conduct fund raising events or other activities to provide financial resources to the academy?

3.2.a NAF endorsed literacy strategies Is instruction focused on using research based literacy strategies such as Cornell Notes, Know - Want to Know - Learned (KWL), Survey, Question, Read, Recite, and Review (SQ3R) frequently, at least once a week in the career course at each grade level? Are literacy strategies used occasionally, at least once a semester, in each grade level?

3.2.b Best practices and demonstration lessons Does academy staff share project-based learning and multidisciplinary project plans? Does your academy team share and critique student presentations or products?

3.3.b Students at-risk Students are at risk when they have high absence rates, high course and test failure rates, and low classroom participation. Does the academy have a systematic way to identify these students? Are interventions in place to support and monitor these students over time?

3.4.c Articulation Agreement This is a practice of aligning curriculum from one educational segment to another to enable a seamless transition between courses, grades, and educational institutions. Most commonly, high school courses articulate to community college courses that allow high school students to earn college credit.

3.4. c. Dual Enrollment Do students in your academy enroll in college courses, offered at the high school or at a college campus, for which they receive college credit? If so, this is dual enrollment.

4.1. a. Career awareness Are all students involved in activities that help them understand how school relates to the world of work? Do classroom experiences link the theme to academic coursework and a career? Are students learning about career opportunities in the career theme and courses needed to enter the field? Are parents and/or external partners involved either inside or outside the classroom? <http://naf.org/files/WBL.pdf>

4.1.a. Career exploration Do all students have direct interaction (actual or virtual) with professionals from industry that provide the opportunity for two-way communication between the partner and the student? Are all students involved in activities that provide a full understanding of the range of occupations within their

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academy's industry including skill and education requirements needed for each? Are these experiences linked to theme based and academic coursework? Do the experiences prepare students with basic skills necessary for more high-intensity work-based learning experiences including internships? <http://naf.org/files/WBL.pdf>

4.1.a. Career Preparation Do students have direct, systematic interaction with professionals from industry over a period of time at a level of depth sufficient to enable students to develop and demonstrate specific knowledge and skills? Are skills and attributes included in the internship assessment integrated within both classroom and workplace experiences? Are experiences such as community development projects and school based enterprises aligned with internship gold standards? Are students participating in selecting their internship experiences based on their interests? <http://naf.org/files/WBL.pdf>

4.1.a. Build in sophistication, duration, and intensity The activities for students become more challenging and are sustained over a greater time frame. For example, 9th grade students participate in a field trip to a business while 11th grade the student participates in a 4 to 6 week internship experience. Does the work-based learning program become more rigorous over time with more time devoted to real world activities in your academy?

4.1. c Evaluation process for work-based learning Are internships and other work-based learning activities assessed against youth-centered, written, individual learning plans? Is performance evaluated by the employer/supervisor and the teacher/coordinator before, during and after any work-based learning activity, such as job shadowing, presentations, and the internship experience?

4.2 .a. Compensated internships Are students **compensated for internship experiences?** **Compensation may include a salary, stipend, credit or other appropriate solutions. Consider the following criteria listed in the Work-based Learning Handbook** <http://naf.org/files/WBL.pdf>

- They are related to the academy theme
- Students are paid or compensated (e.g. stipend)
- There is an individual student learning plan with clear learning outcomes
- There is a formal evaluation by work-site supervisor with a feedback loop to appropriate school personnel
- There are clear connections to academic or classroom instruction

4.3.a Intentionally linked Are the majority of internships linked directly to students career interests? Will students learn more about their specific field of interest as a result of the internship experience?

4.3. a Broadly linked Are the majority of internships not directly linked to career interests though they support some knowledge in a related career field? Are the majority of internship experiences not directly providing specific job related experience for students in their field of interest, but rather experience that will support experiences in their career field?