

Ohio’s Quality Program Standards for Career-Technical Education Programs

**Foreword**

What are the characteristics of a model program of secondary career-technical education in Ohio? That question, and the ever-changing complexion of educational reform, prompted a serious examination to answer that question.

The vision of the Office of Career-Technical Education as a result of House Bill 59 was clear: create an instrument to guide and facilitate program improvement with a common set of standards. The Quality Program Standards instrument is designed to serve all secondary career-technical education programs.

With this vision, a committee of teachers, a representative from school administration, teacher education representatives, and members of the Ohio Department of Education were identified to serve as the Quality Program Standards Steering Committee. The Committee was charged with creating Ohio’s Quality Program Standards (QPS) for career-technical education programs.

Through research, consultation with education support agencies, and examination of quality program standards models from other states, and with the benefit of extensive professional experience, the steering committee identified 10 Quality Program Standards. Quality indicators were established for each of the 10 standards. Furthermore, criteria were determined for each quality indicator. This work evolved into a set of rubrics designed to assist in the examination of the total career-technical program and to serve as the basis for continuous program improvement.

Quality Program Standards are far-reaching and can be employed in any career-technical program in Ohio, regardless of program delivery model. The Ohio Department of Education believes that the versatility of this document will lend itself to continuous program improvement for years to come.

In addition to the review and examination elements contained within this document, Quality Program Standards will serve as a foundation for state staff consultation, pre-service teacher education, program improvement efforts, statewide professional development, and curricular upgrades.

This document provides format and planning recommendations; however, the use of the Quality Program Standards instrument is at the discretion of the local program and Career-Technical Planning District. The development of Ohio’s Quality Program Standards was completed to offer programs a common method to facilitate improvement plans and initiatives. The need for advisory committees and administrative participation is essential for changes to be institutionalized. These are important components of the program review process.

Quality Program Standards offer Ohio an opportunity to drive local program improvement with a common vision. Additionally, the instrument employs standards, indicators, and criteria for an understanding of what is specifically needed for a program to reach the exemplary level. The benefits of this concept will be far-reaching. Students will be better prepared for connections to post-secondary education and careers. Moreover, this instrument is aligned with the work of the office of Career-Technical Education and Ohio’s 16 career fields.

**Ohio’s Quality Program Standards
for Career-Technical Education Programs**

***Standard 1: Instructional Facilities and Resources:*** The facility supports implementation of the career-technical program and provides students with opportunities for the development and application of technical knowledge and skills.

***Standard 2: School and Community Relations:*** Stakeholders are engaged in developing and supporting the career-technical education program.

***Standard 3: Program Planning and Evaluation:*** A results-driven needs assessment and evaluation exists for continual program development and improvement

***Standard 4: Quality Educators that Contribute to the Profession:*** Career-Technical educators continuously develop as professionals and support the growth of the profession they serve.

***Standard 5: Curriculum and Program Design:*** The career-technical education program includes foundational and specialized courses designed to prepare students for lifelong learning within a career pathway by providing industry-recognized credentials and transferrable college credit along with quality student organization experiences.

***Standard #6: Instruction:*** Career-Technical Education programs promote high academic achievement, technical knowledge and skill development of all students.

***Standard #7: Assessment:*** Career-Technical education programs use authentic and performance-based assessments through classroom and student organization experiences, to measure student learning and skill attainment of Ohio’s Career Field Technical content standards.

***Standard #8: Experiential Learning Experience Programs:*** All students plan and conduct a year-round experiential learning program that connects the technical knowledge and skills learned in both classroom and laboratory to the work place.

***Standard #9: Leadership Development/CTSO:*** All students participate in a year-round intra-curricular Career-Technical Student Organization (CTSO) that promotes cognitive knowledge and skill and leadership development

***Standard #10: Student Access:*** Career-technical education programs serve all students interested in preparing for a career in any of Ohio’s 16 Career Fields and is reflective of the school’s student population.

**Suggestions for Employing the Quality Program Standards Instrument**

***Administrative Review***

An annual career-technical education program review should be conducted utilizing the Quality Program Standards and assessment tool by building-level administrators including (but not limited to) supervisor, principal, counselor, dean of instruction, or even superintendent, along with Career-technical Planning District administration. This administrative review may encompass all standards, or have a focus on selected standards or on standards designated by invested parties.

***Advisory Committee Review***

At a regularly scheduled advisory committee meeting, conduct an orientation for the use of the Quality Program Standards instrument. The career-technical education program staff may determine the level of involvement of the advisory committee. The career-technical education program staff may choose to present their findings or they may allow the advisory committee to conduct a review of their own. The career-technical education staff and advisory committee may elect to split the instrument into a multi-year evaluation and focus on a selected number of standards per year. Other options can be implemented as designed or decided by career-technical program staff and advisory committee.

***Instructor Review***

Instructor reads and interprets standards and indicators. After an analysis of the indicators for the selected standards is completed, the instructor should read and interpret the criteria found in the rubrics. *Note: the criteria increases as you move from right to left on the rubrics; therefore, it is assumed that the criterion in the box to the left is part of the higher scoring criteria*.

***Continuous Improvement Plan Development***

As a part of an annual program review, assess ratings, comments, and recommendations. Construct a reasonable continuous improvement plan for the program with measurable outcomes and attainable goals.

***Monitoring and Follow-up***

Monitor, measure and report progress of continuous improvement plan on a regular basis. This may fit into the annual program review structure.

**Quality Program Standards Rubric**

#### Standard 1: Instructional Facilities and Resources

**Standard Statement:** The facility supports implementation of the career-technical program and provides students with opportunities for the development and application of technical knowledge and skills.

**Standard Definition:** Instructional facilities and resources support the instructional and design needs of the program. Facilities are conducive to student learning and needs through the incorporation of state of the art technology, supporting career development and simulating the workplace. Instructional facility and resources support advising activities, career planning and parent engagement. Sufficient resources are in place to support instructional and curriculum needs of the program.

| **Quality Indicator** | **Exemplary** | **Effective** | **minimal** | **UNSATIsFACTORY** |
| --- | --- | --- | --- | --- |
| 1. Facility size, layout and labs provide delivery of the courses in the career-technical program.
 | Size and design exceeds OSFC minimum standards of serving curricular and emerging technology needs. | Size and design meets standards and current instructional needs. | Size and design meets minimum standard, but instructor(s) needs to adjust to meet current instructional needs. | Size and design is not conducive to instructional needs. |
| 1. Facility is organized, maintained and conducive to learning.
 | Well maintained, with instructional materials logically organized. | Is maintained. | Needs some maintenance and organization. | Poorly maintained and organized. |
| 1. Storage space is functional and sufficient for instructional materials, supplies and equipment.
 | Exceeds program minimum standards for size and is organized. | Meets program minimum standards for size and is organized. | Inadequate space but is organized or adequate space but unorganized. | Inadequate space and unorganized. |
| 1. Classroom and laboratory inventory is developed annually with a plan for purchases and replacement current to technology used in workplace.
 | A long term (five year) plan exists for equipment. Purchases and replacement plans reflect emerging technology. | A plan for annual purchase and replacement exists and reflects current technology. | A plan for new purchases and replacement exists without reflection on current or emerging technology. | No plan for the purchase and replacement of equipment exists. |
| 1. Equipment is maintained and inspected.
 | A documented safety and maintenance inspection has occurred on equipment. Defective items were removed, repaired or replaced. | A structured safety and maintenance inspection has occurred on equipment. Defective items were removed, repaired or replaced. | A thorough but infrequent safety and maintenance inspection has occurred on equipment. Defective items were removed repaired, or replaced. | No recent safety and maintenance inspection is documented as having occurred on equipment. |

***Standard 2: School and Community Relations***

**Standard Statement:** Stakeholders are engaged in developing and supporting the career-technical education program.

**Standard Definition:** Quality programs are those with actively involved stakeholders from both the school and community and have an active, industry-driven advisory committee. Quality programs have community and school partnerships that benefit students and community stakeholders. Quality programs use various modes of communication to promote both community and industry activities and partnerships.

| **Quality Indicator** | **Exemplary** | **Effective** | **minimal** | **UNSATIsFACTORY** |
| --- | --- | --- | --- | --- |
| 1. Identify stakeholders and organize their support of the program.
 | Stakeholders are organized into committees to help improve instructional activities and support the program with a schedule of regular schedule of meetings. | Stakeholders are organized and have a role in supporting the program. There is a schedule of regular meetings and events. | No formal organization or structure for stakeholders. | Stakeholders are not organized or involved. |
| 1. Stakeholders advocate for the Career-Technical Program.
 | Stakeholders are working with local, state and national career-technical education organizations on a regular basis. | Stakeholders are involved in special events that solicit support. | Program reminds partners of the need for support and encourages involvement. | School and community stakeholders do not know about program accomplishments. |
| 1. Stakeholders are recognized annually for their support of the program.
 | Program nominates stakeholders annually for recognition at area, state and national functions. | Stakeholder recognition is through immediate “thank you” gestures and media attention. | Recognition of stakeholders is through a local formal program. | No stakeholder recognition program exists. |
| 1. Parents or guardians receive information about student learning.
 | Instructor communicates the connections to careers, credentials and postsecondary opportunities. | Instructor communicates frequently the technical knowledge and skills students have attained. | Instructor communicates infrequently the technical knowledge and skills student have attained. | No communication occurs with parents or guardians. |

***Standard 3: Program Planning and Evaluation***

**Standard Statement:** A results-driven needs assessment and evaluation exists for continual program development and improvement.

**Standard Definition:** Program has and uses a data-driven, continuous improvement process. Sources of data for evaluation include state and federal performance measures, local performance data and community data. Program planning and evaluation involves advisory input from students, district and community.

| **Quality Indicator** | **Exemplary** | **Effective** | **minimal** | **UNSATIsFACTORY** |
| --- | --- | --- | --- | --- |
| 1. Collects local, state and national performance data for program improvement.
 | Collects, analyzes and applies performance data for program improvement. | Collects and analyzes all recommended performance data. | Collects some performance data. | Does not collect data. |
| 1. Conducts an evaluation based on local performance information, state performance measures, and input from community stakeholder groups.
 | Conducts evaluation annually and develops a continuous improvement plan. | Conducts evaluation annually, but does not develop a continuous improvement plan. | Conducts a program evaluation on irregular basis and informally documented. | Does not evaluate the program. |
| 1. Uses an advisory committee, authorized by the local board of education, with established criteria for membership that meets regularly.
 | Local board of education-approved advisory committee with membership criteria meets regularly with documented minutes. | Local board of education-approved advisory committee meets occasionally. | Local board of education approves the advisory committee, which meets inconsistently. | There is no local board-approved advisory committee. |
| 1. Advisory committee assists the program including evaluation, promotion, planning and instruction.
 | Advisory committee meets regularly with documented minutes. It assists the program with evaluation, promotion, planning and instruction. | Advisory committee meets regularly to provide feedback on most program operations. | Advisory committee meets annually to review general program operations. | No advisory committee exists. |
| 1. Collects local, state and national economic development and career outlook data for program improvement.
 | Collects, analyzes and applies data for program improvement. | Collects and analyzes all recommended performance data. | Collects some performance data. | Does not collect data. |

***Standard 4: Quality Educators that Contribute to the Profession***

**Standard Statement:** Career-Technical educators continuously develop as professionals and support the growth of the profession they serve.

**Standard Definition:** Quality Programs require high quality educators who are committed to the education profession. High quality educators are involved in a process of continual development and professional growth dedicated to the improvement of the program. High quality educators contribute to the profession through workshop/conference participation, working towards advanced degrees, and achieving and maintaining professional licensure.

| **Quality Indicator** | **Exemplary** | **Effective** | **minimal** | **UNSATIsFACTORY** |
| --- | --- | --- | --- | --- |
| 1. Instructor continues professional growth through college credit courses, attendance at workshops, and/or other sources of training.
 | Takes coursework leading to an advanced degree or industry credential.And/or participates in workshops and other sources of technical training. | Attends workshops or classes related to teaching area that are beyond what is required by the local institution. | Attends workshops required at the local institution. | Has no evidence of participation in professional growth and development activities. |
| 1. Instructor is anactive member in related local, state and national professional education/industry associations.
 | Applies, holds or participates in state leadership functions and/or committee in the last three years. | Applies, holds or has held leadership position serving local, county or district needs.Holds membership and participates in annual district, state or national functions. | Holds membership in local, district, state or national professional education/industry associations. | Holds no membership or active participation |
| 1. Instructor cooperates in fostering the development of pre-service and beginning teachers.

(Not applicable for instructors in their provisionary or alternative educator license.) | Program serves as cooperating site for student teaching. orProvides early experience opportunities.orProvides opportunities to host entry year instructors to model quality program. | Instructor is mentor- qualified and participates in activities beyond the school district for beginning career-technical education teachers. | Instructor is available to beginning teachers in the school district for support and/or participates in activities beyond the school district for beginning career-technical education teachers. | Has no evidence of assisting beginning teachers. |

***Standard 5: Curriculum and Program Design***

**Standard Statement:** The career-technical education program includes foundational and specialized courses designed to prepare students for lifelong learning within a career pathway.

**Standard Definition:** Quality curriculum and program design reflects standards that are relevant, rigorous, industry-validated and aligned with state and national technical content standards. Curriculum and program design focuses on career readiness and postsecondary educational options. The curriculum and program design includes career-planning activities for students, student leadership opportunities, and a program of study that supports overall student achievement.

| **Quality Indicator** | **Exemplary** | **Effective** | **minimal** | **UNSATIsFACTORY** |
| --- | --- | --- | --- | --- |
| 1. An approved program of study is current and based on industry validated technical content standards. | The local board of education program of study is based on current career field and industry content standards. |  |  | There is no locally approved program of study. |
| 2. The program of study is logically organized, including course descriptions and sequences, prerequisites and staffing assignments. | Program is logically and sequentially organized, including course descriptions, course sequences and prerequisites. Additionally, staff assignments with classroom sizes do not exceed 25 students per instructor. | Program course curriculum content is organized, includes course prerequisites and staff assignments. | POS includes course listings. | No formal POS exists. |
| 3. Technical content is aligned with academic content standards. | Technical content is aligned with two or more of Ohio’s New Learning Standards. | Technical content is aligned with one of Ohio’s New Learning Standards. | Ohio’s New Learning Standards are recognized in the program of study. | No effort to align with or include learning standards. |
| 4. Curriculum is articulated with a Post-Secondary Institution and industry-recognized credentials. | Postsecondary relationships include shared instructional resources and transferrable college credit. | Postsecondary relationships include formal articulation agreements. | Postsecondary relationships include curriculum alignment. | No post-secondary relationships exist. |
| 1. Experiential Learning and engagement in Career Technical Student Organization are integrated throughout the instructional program.
 | 100 percent of students are members of student organization and participate in experiential learning as an integral part of the instructional program. | 75 percent of students are members of student organization and participate in experiential learning as an integral part of the instructional program. | 50 percent of students are members in student organization and participate in experiential learning as an integral part of the instructional program. | Less than 50 percent of students are members of student organization and participate in experiential learning as an integral part of the instructional program. |

***Standard #6: Instruction***

**Standard Statement:** Career-Technical Education programs promote high academic achievement, technical knowledge and skill development of all students.

**Standard Definition:** Educators develop differentiated instructional plans that are rigorous and relevant, and represent real-work knowledge and skills. The rigor of instruction represents current industry needs and prepares students for workplace and post-secondary options. Instruction incorporates core academic requirements and promotes academic and technical skill attainment.

| **Quality Indicator** | **Exemplary** | **Effective** | **minimal** | **UNSATIsFACTORY** |
| --- | --- | --- | --- | --- |
| 1. Instruction balances between inquiry-based classroom and laboratory instruction, experiential learning, and engagement in the Career Technical Student Organization.
 | A documented balance exists between inquiry-based classroom and laboratory instruction, experiential learning and engagement in the student organization. | There is an attempt to balance inquiry-based classroom and laboratory instruction, experiential learning, and engagement in the student organization, but two of the three components dominate the instruction. | One component of the curriculum clearly is dominating the instruction. The instructor(s) has a plan to bring deficient areas into balance. | None of these components are apparent in the instruction.  |
| 1. Lesson plans are based on approved pathway courses in the career-technical program.
 | Lesson plans directly correlate to the program of study and career field technical content standards. | Lesson plans address both technical knowledge and skill. | Formal lesson plans are developed for each unit of instruction. | No formal lesson plans exist. |
| 1. Instructional activities provide opportunities for students to master technical skills and develop critical higher order thinking.
 | Instructional activities promote the transfer of technical knowledge and skill to different situations and applications. | Instructional activities require students to apply higher order technical skills. | Instructional activities require students to demonstrate knowledge and application-based technical skills. | Students are not provided opportunities to master technical skills. |
| 1. Instruction reinforces the application of relevant and rigorous career-technical learning standards.
 | Instruction consistently incorporates related career-technical learning standards. | Instruction focuses on academic skills and connects with career-technical learning standards. | Instruction focuses on academic skills. | Instruction does not address academic skills. |
| 1. Instructional program uses current materials and resources.
 | Curriculum materials align with current business/industry practices. | Curriculum materials are current, but not aligned with business/industry practices. | Curriculum material upgrades are in progress. | Curriculum materials are outdated. |

***Standard #7: Assessment***

**Standard Statement:** Career-Technical education programs use authentic and performance-based assessments to measure student learning and skill attainment of Ohio’s Career Field Technical content standards.

**Standard Definition:** A quality assessment process is critical for measuring student growth and achievement. A systematic assessment process involves ongoing short cycle and end-of-course assessments that measure student knowledge and skill attainment. Quality assessments prepare students for successful passage of industry certifications and/or credential assessments. Assessment design reflects current educational research and practice.

| **Quality Indicator** | **Exemplary** | **Effective** | **minimal** | **UNSATIsFACTORY** |
| --- | --- | --- | --- | --- |
| 1. Program has a grading system in place that measures mastery-level completion and incorporates all phases of the instructional program.
 | Shares a locally approved grading system that includes all phases of instruction with students, parents and stakeholders. | Grading system meets local guidelines and approved by administration. | Grading system developed, but not approved. | No grading system exists. |
| 1. Assessments measure technical and academic performance through locally developed assessments based on identified competencies.
 | Assessments measure complex application of technical knowledge and skills solving authentic industry problems. | Assessments measure technical knowledge and skills specified in the career field technical content standards. | Assessments measure technical knowledge. | Assessments are not locally developed. |
| 1. Students perform technical skills in competitive career skills events of the student organization.
 | Many students apply technical skills in multiple career skills events aligned to their career-technical approved program. | Many students apply technical skills in a single career skills event aligned to their career-technical approved program. | Limited number of students apply skills in a career skills event. | No student participates in career skills events. |
| 1. State Board of Education approved technical assessments, industry certification, and/or licensure examinations measure student performance.
 | 100 percent of students enrolled in the career tech program test with 70 percent passing or above at the benchmark level on State Board of Education approved technical assessments.75 percent or more of students attain an industry credential where applicable. | 100 percent of students enrolled in the career tech program test with 60-69.9 percent of students scoring at the benchmark level on their State Board of Education approved technical assessments or attains industry credentials. | Students participate in State Board of Education approved technical assessments and/or industry certification and licensure examinations. | Students do not participate in State Board of Education approved technical assessments industry certification and/or licensure examinations. |
| 1. Student’s experiential learning experience programs are evaluated and assessed for technical knowledge, skill and growth
 | Evaluation of experiential learning experience programs measure attainment of career-technical content standards. | Evaluation of experiential learning experience measures attainment of knowledge and skill. | Evaluation of experiential learning experiences measures accuracy of records and regular assessments. | There is no evidence of student experiential learning experience programs or evaluation. |
| 1. Portfolios contain formal documents that identify and describe skills and credentials attained by seniors in career-technical education.
 | Seniors possess an employer-ready portfolio containing written and visual documents of achievement. | Seniors possess an employer-ready portfolio containing multiple letters of recommendation and written evidence of skill attainment. | Seniors possess an employer-ready portfolio containing a resume, career narrative essay, and at least one letter of recommendation. | There is no evidence that students have compiled documentation. |

***Standard #8: Experiential Learning Experience Programs***

**Standard Statement:** All students plan and conduct a year-round experiential learning program that connects the technical knowledge and skills learned in both classroom and laboratory to the work place.

**Standard Definition:** Experiential learning is focused on the application of academic and technical skills within a student’s program of study. Experiential learning includes lab-based activities, co-ops, simulated workplace, mentorships, internships, pre-apprenticeships and apprenticeships. Lab-based experiential learning should simulate real-work worksites and expectations. Students participating in experiences on actual worksites should receive regular supervision and follow-up that is documented. Experiential learning should be driven by industry expectations. Teachers should have access to extended service programming to compensate for time out of school to supervise student experiential learning programs.

| **Quality Indicator** | **Exemplary** | **Effective** | **minimal** | **UNSATIsFACTORY** |
| --- | --- | --- | --- | --- |
| 1. Students have experiential learning programs based on career pathways and Ohio’s Career Field Technical Content Standards.
 | 100% of students enrolled in the career-technical program have a documented and comprehensive experiential learning program aligned to students’ career pathway. | At least 75% of the students enrolled in the program have a documented experiential learning program aligned to students’ career pathway. | At least 50% of the students enrolled in the program have an experiential learning program aligned to students’ career pathway. | Fewer than 50% of the students enrolled in the program have an experiential learning program aligned to students’ career pathway. |
| 1. Experiential Learning programs are planned, developed, and managed by the student with assistance from their instructor, guardian, and/or employer.
 | 100% of students enrolled in the career-technical program can plan, develop, and manage their experiential learning program with assistance of their instructor, guardian, and/or employer. | At least 75% of students enrolled in the career-technical program can plan, develop, and manage their experiential learning program with assistance of their instructor, guardian, and/or employer. | At least 50% of students enrolled in the career-technical program can plan an experiential learning program with guidance. | Fewer than 50% or greater of students enrolled in the career-technical program can plan an experiential learning program with guidance. |
| 1. Continuous direct instruction and supervision of students’ experiential learning programs are provided outside the regular scheduled instructional time and documented by the instructor.
 | Scheduled continuous direct instruction and supervision is conducted with a minimum of 5 hours per student per year outside the regular scheduled instructional time and documented by the instructor. | Scheduled continuous direct instruction and supervision is conducted with a minimum of 4 hours per student per year outside the regular scheduled instructional time and documented by the instructor. | Scheduled continuous direct instruction and supervision is conducted with a minimum of 2 hours per student per year outside the regular scheduled instructional time and documented by the instructor. | No scheduled continuous direct instruction and supervision is conducted. |
| 1. Student maintains up-to-date and accurate experiential learning program records to independently analyze and evaluate program data.
 | 100% of students maintain up-to-date and accurate experiential learning program records and independently analyze and evaluate program data. | At least 75% of students maintain up-to-date and accurate experiential learning program records and independently analyze and evaluate program data. | At least 50% students maintain up- to-date and accurate experiential learning program records. | Fewer than 50% of all students maintain up-to-date and accurate experiential learning program records. |
| 1. Students have comprehensive experiential learning programs that show evidence of growth through annual summative data to administrators and stakeholders.
 | Annual summary data is shared to administrators and stakeholders showing evidence of growth in 100% of students completing experiential learning programs. | Annual summary data is shared to administrators and stakeholders showing evidence of growth in at least 75% of students completing experiential learning programs. | Annual summary data is shared to administrators and stakeholders showing evidence of growth in at least 50% of students completing experiential learning programs. | Annual summary data is shared to administrators and stakeholders showing evidence of growth in fewer than 50% of students completing experiential learning programs. |

***Standard #9: Leadership Development /CTSO***

**Standard Statement:** All students participate in a year-round intra-curricular Career-Technical Student Organization (CTSO) that promotes cognitive knowledge and skill and leadership development.

**Standard Definition:** A variety of leadership development opportunities should exist for all students participating in a career-technical program. Leadership development activities include CTSO participation, conventions, camps, conferences, and knowledge/skill competitions.

| **Quality Indicator** | **Exemplary** | **Effective** | **minimal** | **UNSATIsFACTORY** |
| --- | --- | --- | --- | --- |
| 1. Career-Technical instructors serve as CTSO Advisors providing direct, year-round supervision of students in related activities.
 | 100% of career-technical instructors serve as CTSO Advisors providing direct, year-round supervision of students in related activities. | At least 75% of career-technical instructors serve as CTSO Advisors providing direct, year round supervision of students in related activities. | At least 50% of career-technical instructors serve as CTSO Advisors providing direct, year-round supervision of students in related activities. | Fewer than 50% of career-technical Instructors serve as CTSO Advisors providing direct, year-round supervision of students in related activities. |
| 1. Students enrolled in the career-technical program are members of the CTSO and participate in local, regional, state and national activities.
 | 100% of students are CTSO members and participate in local, regional, state and national activities. | At least 75% of students are CTSO members and participate in local, regional, state and national activities. | At least 50% of students are CTSO members and participate in local, regional, state and national activities. | Fewer than 50% of students are CTSO members and participate in local, regional, state and national activities. |
| 1. CTSO members are involved in the planning and implementation of a challenging Program of Activities (POA).
 | POA is disseminated to the school board and administration.A balanced approach is identified between student, chapter, and community development. | A balanced approach is identified between student, chapter, and community development.The POA is planned and implemented by chapter members. | POA is planned and implemented by chapter officers and committee chairs and is accessible by each member. | No evidence that the CTSO chapter has prepared a POA. |
| 1. Well-planned scheduled CTSO chapter business meetings are held.
 | Business meetings follow proper CTSO order of business, including opening and closing ceremonies, utilization of parliamentary procedure, and proper retention of minutes and reports. | Business meetings follow a prepared agenda, utilize parliamentary procedure, and minutes and reports are kept on file. | Business meetings operate without regular use of an agenda and/or record of minutes. | No evidence that chapter meetings are held. |
| 1. The CTSO chapter plans and conducts award and recognition programs.
 | 100% of students attend a CTSO planned award and recognition program.Includes parents, school staff and administration, and community. | At least 75% students attend a CTSO planned award and recognition program.Includes parents, school staff and administration, and community. | At least 50% students attend a CTSO planned award and recognition program.Limited attendance by parents, school staff, administration and community. | No evidence of a CTSO Chapter planned award and recognition programs. |
| 1. The CTSO chapter has a current budget and maintains accurate financial records.
 | The CTSO Chapter has developed and implemented a budget and maintains accurate financial records that are audited annually. | The CTSO Chapter has developed and implemented a budget and maintains accurate financial records. | The CTSO Chapter maintains accurate financial records. | No evidence of a CTSO budget and financial records. |
| 1. Capable and trained officers lead the CTSO chapter.
 | 100% of CTSO officers participate in leadership development activities above the chapter level. | At least 75% of CTSO officers participate in leadership development activities above the chapter level. | Officers elected annually by the chapter membership and carry out the duties of their office. | No evidence that chapter officers exist. |

***Standard #10: Student Access***

**Standard Statement:** Career-technical education programs serve all students interested in preparing for a career in any of Ohio’s 16 Career Fields and are reflective of the school’s student population. Capacity should permit students to schedule first choices of career area.

**Standard Definitions:** Student access should be the least restrictive possible, allowing for maximum admission and participation in the program. Quality programs should always be evaluating student retention and community needs in conjunction with program capacity and enrollment. Equal access for all students should support the belief that all students are capable of high levels of growth and achievement.

| **Quality Indicator** | **Exemplary** | **Effective** | **minimal** | **UNSATIsFACTORY** |
| --- | --- | --- | --- | --- |
| 1. No admission requirements and unwritten prejudices exist limiting the enrollment of students.
 | No indefensible admission requirements and unwritten prejudices limiting the enrollment of students exist. |  |  | Written admission requirements and unwritten prejudices exist and limit enrollment. |
| 1. Activities to recruit students are being implemented.
 | Instructor’s work with stakeholders to guide students to career-technical programs.Parents are invited to view programs available to their child. | Instructor’s work with stakeholders to guide students to career-technical programs.Promotional materials are distributed to students and parents. | The program conducts annual promotional activities targeted to potential enrollees. | No recruiting efforts conducted. |
| 1. Guidance counselors are informed on the career technical program and direct students to enroll.
 | Guidance counselors are knowledgeable about career-technical pathways and readily assist in the recruitment of students for the program. | Guidance counselors readily assist in the recruitment of students for the program. | Guidance counselors acknowledge career-technical pathways. | Guidance counselors do not actively acknowledge or recruit students to career-technical programs. |
| 1. Scheduling supports student concentration in and completion of career-technical programs.
 | Administration and guidance counselors support career-technical education program of study in scheduling students for pathway concentration and completion.  |  |  | No evidence of administration and guidance counselors supporting the career-technical education program of study in scheduling students for pathway completion. |

**Quality Program Standards Summative Review**

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| ***Standard 1: Instructional Facilities and Resources*** |
| **Quality Indicator** | **Exemplary** | **Effective** | **minimal** | **UNSATIsFACTORY** | **COMMENTS** |
| 1. Facility size, layout and labs provide effective delivery of the courses in the career-technical program.
 |  |  |  |  |  |
| 1. Facility is organized, maintained and conducive to learning.
 |  |  |  |  |  |
| 1. Storage space is functional and sufficient for instructional materials, supplies and equipment.
 |  |  |  |  |  |
| 1. Equipment inventory is developed annually with a plan for purchases and replacement current to industry standards.
 |  |  |  |  |  |
| 1. Equipment is maintained and inspected.
 |  |  |  |  |  |
| ***Standard 2: School, Community, and Industry Relations*** |
| 1. Identify stakeholders and organize their support of the program.
 |  |  |  |  |  |
| 1. Stakeholders advocate for the Career-Technical Program.
 |  |  |  |  |  |
| 1. Stakeholders are recognized annually for their support of the program.
 |  |  |  |  |  |
| 1. Parents or guardians receive information about student learning.
 |  |  |  |  |  |
| ***Standard 3: Program Planning and Evaluation*** |
| 1. Collects local, state and national performance data for program improvement.
 |  |  |  |  |  |
| 1. Conducts an evaluation based on local performance information, state performance measures, and input from community stakeholder groups.
 |  |  |  |  |  |
| 1. Uses an advisory committee, authorized by the local board of education, with established criteria for membership that meets regularly.
 |  |  |  |  |  |
| 1. Advisory committee assists the program including evaluation, promotion, planning and instruction.
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| ***Standard 4: Quality Educators that Contribute to the Profession*** |
| 1. Instructor continues professional growth through college credit courses, attendance at workshops, and/or other sources of training.
 |  |  |  |  |  |
| 1. Instructor is an active member in related local, state and national professional education/industry associations.
 |  |  |  |  |  |
| 1. Instructor cooperates in fostering the development of pre-service and beginning teachers.
 |  |  |  |  |  |
| ***Standard 5: Curriculum and Program Design*** |
| 1. An approved program of study is current and based on industry validated technical content standards.
 |  |  |  |  |  |
| 1. The program of study is logically organized, including course descriptions and sequences, prerequisites and staffing assignments. CBI and JTC Programs are not subjected to Secondary Programs of Study.
 |  |  |  |  |  |
| 1. Technical content is aligned with academic content standards.
 |  |  |  |  |  |
| 1. Curriculum is articulated with a Post-Secondary Institution. CBI and JTC Programs are not subjected to Post-Secondary Programs of Study.
 |  |  |  |  |  |
| 1. Experiential learning and engagement in Career Technical Student Organization are integrated throughout the instructional program.
 |  |  |  |  |  |
| ***Standard #6: Instruction*** |
| 1. Instruction balances between inquiry-based classroom and laboratory instruction, experiential learning, and engagement in the Career Technical Student Organization.
 |  |  |  |  |  |
| 1. Lesson plans are based on approved pathway courses in the career-technical program. Approved career-technical program would include CBI and JTC.
 |  |  |  |  |  |
| 1. Instructional activities provide opportunities for students to master technical skills and develop critical higher-order thinking.
 |  |  |  |  |  |
| 1. Instruction reinforces the application of relevant and rigorous learning standards.
 |  |  |  |  |  |
| 1. Instructional program uses current materials and resources.
 |  |  |  |  |  |
| ***Standard #7: Assessment*** |
| 1. Program has a grading system in place that measures mastery level completion and incorporates all phases of the instructional program.
 |  |  |  |  |  |
| 1. Assessments measure technical and academic performance through locally developed assessments based on identified competencies.
 |  |  |  |  |  |
| 1. Students perform technical skills in competitive career skills events of the student organization.
 |  |  |  |  |  |
| 1. State Board of Education approved technical assessments, industry certification, and/or licensure examinations measure student performance.
 |  |  |  |  |  |
| 1. Student’s experiential learning experience programs are evaluated and assessed for technical knowledge, skill and growth.
 |  |  |  |  |  |
| 1. Portfolios contain formal documents that identify and describe skills and credentials attained by seniors in career-technical education.
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| ***Standard #8: Experiential Learning Experience Programs*** |
| 1. Students have experiential learning programs based on career pathways and Ohio’s Career Field Technical Content Standards.
 |  |  |  |  |  |
| 1. Experiential learning programs are planned, developed, and managed by the student with assistance from their instructor, guardian, and/or employer.
 |  |  |  |  |  |
| 1. Continuous direct instruction and supervision of students’ experiential learning programs are provided outside the regular scheduled instructional time and documented by the instructor.
 |  |  |  |  |  |
| 1. Student maintains up-to-date and accurate experiential learning program records to independently analyze and evaluate program data.
 |  |  |  |  |  |
| 1. Students have comprehensive experiential learning programs that show evidence of growth through annual summative data to administrators and stakeholders.
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| ***Standard #9: Leadership Development / CTSO*** |
| 1. Career-Technical instructors serve as CTSO Advisors providing direct, year-round supervision of students in related activities.
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| 1. Students enrolled in the career-technical program are members of the CTSO and participate in local, regional, state and national activities.
 |  |  |  |  |  |
| 1. CTSO members are involved in the planning and implementation of a challenging Program of Activities (POA).
 |  |  |  |  |  |
| 1. Well-planned, scheduled CTSO chapter business meetings are held.
 |  |  |  |  |  |
| 1. The CTSO chapter plans and conducts award and recognition programs.
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| 1. The CTSO chapter has a current budget and maintains accurate financial records.
 |  |  |  |  |  |
| 1. Capable and trained officers lead the CTSO chapter.
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| ***Standard #10: Student Access*** |
| 1. No admission requirements and unwritten prejudices limiting the enrollment of students exist.
 |  |  |  |  |  |
| 1. Activities to recruit students are being implemented.
 |  |  |  |  |  |
| 1. Guidance counselors are informed on the career-0technical program and direct students to enroll.
 |  |  |  |  |  |
| 1. Scheduling supports student retention for career-technical programs.
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**Quality Program Standards Continuous Growth Plan**

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| --- | --- | --- | --- | --- |
| **Standard # Indicator #** | **Deficiency discovered during program review** | **Action Plan** | **Target Date(s)** |  |
| \_\_\_\_\_ . \_\_\_\_\_ |  | 1.2.3. |  |  |
| \_\_\_\_\_ . \_\_\_\_\_ |  | 1.2.3. |  |  |
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 **(Minimal and Unsatisfactory Ratings Only)**

Program \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

**Assumptions and Definitions**

***Standard 1: Instructional Facilities and Equipment***

1. I**nstructional Facilities --** Include but are not limited to classroom, laboratory, instructor work areas, display area, land laboratories, greenhouse, outside and inside storage areas, and retail areas. [The facilities and equipment (for program) must support instruction of the technical and academic content standards and reflect current and emerging technology in the career field (OAC 3301-61-03 (F)]
2. **Ohio School Facilities Commission guidelines (OSFC)** provide minimum size and layout recommendations. Schools planning new construction reference these recommendations and this information can be accessed through the school’s architect or by contacting OSFC.
3. **EMIS** submits a warning when class size exceeds 25 students.
4. **Current Technology**-- Includes, computers, tablets, projection unit/smart board, Internet access, digital camera, VCR/DVD, TV, telephone, and/or industry related software
5. **Safety and Health Standards**— Inspections may be conducted by (but not limited to) area health regulatory agencies, OSHA or other safety accreditation agencies, fire regulatory agencies, EPA, and industry representatives..

***Standard 2: School, Community, and Industry Relations***

1. **Community members** include businesses, parents, Career Technical Student Organization (CTSO) Alumni or boosters, legislators, associations, and government agencies.
2. **Means of communication** may include any of the following: e-newsletters, other printed media, radio/television, e-mail, social media, web page articles, podcasts, community events, etc.
3. **School Partners:** Administration, school board, counselors, teachers, classified staff.
4. **Business and Industry Stakeholders:** Area Businesses and industry, agencies (i.g. Extension, Soil and Water, Fair Board, others).
5. **Community and industry activities** might include events sponsored by the Chamber of Commerce, fair boards, university extension, commodity associations, business trade organizations, etc.

***Standard 3: Program Planning and Evaluation***

1. **Performance data relative to state and federal performance measures** include (1) Assessment of technical skills attainment via end-of-course assessments, (2) Ohio Graduation Testing, (3) follow-up placement, (4) graduation rate, (5) attendance, and (6) industry credential.
2. **Recommended local performance data elements** that can be collected for use in program improvement include: (1) student performance on local assessments, (2) student demographics (gender, race, disability), (3) student enrollment, and (4) student retention.
3. **Economic data** related to student experiential learning (e.g. Supervised Agricultural Experience (SAE), internship, apprenticeship) is a critical source of performance information. Collection of this data is extremely useful and highly recommended
4. **Community** is defined as those businesses, non-profit organizations, parents, students, government agencies, post-secondary institutions who have a stake in the quality of the program and the success of students.
5. **Advisory committee membership** should be based primarily on those businesses in the community that the program serves. In addition membership should include representatives from postsecondary institutions. Other representatives may be drawn from other stakeholder groups in the school district.

***Standard 4: Quality Educators that Contribute to the Profession***

1. **Instructor is highly qualified,** seeks continuous professional improvement, and is active in school and community activities.
2. **Activities** for this instrument are beyond the local bargaining unit.
3. **Advanced Degree** the next level of education above where teacher entered the profession as defined by their local professional development committee and an accredited post-secondary institution.
4. **Industry Credential** may be defined as being recognized within industry of having advanced knowledge and technical skill in a given field.
5. **Innovative resources to curriculum efforts** include task forces, state committees, and education initiatives above the local level.
6. **Community and industry activities** may include Chamber of Commerce, fair boards, extension programs, commodity associations, etc.

***Standard 5: Curriculum and Program Design***

1. **Articulation Agreement** refers to written and signed formal agreement for course and/or tuition credit between a high school and post-secondary institutions.
2. **Shared instructional resources** include teachers, equipment, curriculum materials, job shadow/cooperative learning sites, etc.
3. **Program of Study** design is challenging technical coursework and high-level academics that support Ohio’s graduation requirements while preparing students for postsecondary education and the 21st Century workplace
4. **Course of Study** by definition includes A&E and industry content standards, a yearly plan for instruction, and a detailed sequenced secondary program of study course outline.
5. **CTSO is abbreviated for Career-Technical Student Organization (e.g. FFA, FCCLA, DECA, SKILLSUSA, BPA).**

***Standard #6: Instruction***

1. **Student achievement** is greatly influenced by the instruction provided through the career-technical education program.
2. **Instruction** combines a number of essential factors including methods, materials, resources, and strategies that are managed by instructional personnel
3. **Effective instruction** contributes to and enhances high academic achievement for all students.

***Standard #7: Assessment***

1. **Career Development/Skills Events** are interpreted to be any CTSO affiliated career development/skills event but may also include events that are similar in nature including the Envirothon, Ohio Junior Horticulture Events, etc.
2. **Concentrator** is a student who has completed a minimum of 50% of a career-technical education program and enrolled in additional courses.
3. **Phases of Instructional Program** include the classroom, laboratory, and experiential learning programs.
4. **Benchmark** refers to the passing score on a test or other type of assessment.

***Standard #8: Experiential Learning Experience Programs***

1. **Students’ Experiential Learning Experience Program:** Programs may include exploratory, entrepreneurship, placement, research/experimentation/analysis, directed lab, internships and apprenticeships.
2. **Scope**: Increase level of responsibility, decision making, complexity, and supervision of employees.
3. **Size**: Increase in acreage, number of domesticated and non-domesticated animals, hours worked, laboratory responsibility, entrepreneurial growth.
4. **Experiential Learning Experience Planning** includes (but is not limited to) selection of experience, enterprise agreements, work agreements, budgets, and inventories.
5. **Regularly Scheduled Supervisory Visits**: All teachers are expected to make supervisory visits to each student.
6. **Adequate Resource** includes (but are not limited) to extended programming days, planning period, conference period, and mileage reimbursement.
7. **Supervisory Records and Evidence** includes (but are not limited) to experiential learning experience rubric, record books, photos, experience log, employer summary, teacher evaluation and accountability device/instrument.
8. **Record Keeping System**: Can use either AET Tracker, Microsoft/Apple Spreadsheets, or versions of Ohio Enterprise Record Books

***Standard #9: Leadership Development / CTSO***

1. **Chapter Level CTSO Programs and Activities**: community service, student development, chapter development (reference National POA for categories).
2. **CTSO Activities** include (but are not limited to) CTSO Camp, State Convention, National Convention, career development events, skills events, leadership nights, district officer training, Chapter Officer Leadership Training Conference (COLT), Made For Excellence, and Washington Leadership Conference.
3. **CTSO Programs** include (but are not limited to) degrees, proficiency awards, and National Chapter Award.
4. **Program of Activities Divisions** includes student development, chapter development and community development.
5. **CTSO business meetings** should occur on a regular basis.
6. **Officers’ responsibilities** are outlined in the local CTSO constitution.
7. **The local CTSO Constitution** documents general operations with regard to structure, membership, degrees, officer responsibilities and decision making.

***Standard #10: Student Access***

1. **Admission requirements that limit enrollment**: Unreasonable prerequisites, agriculture or other type of background required, must have an established experiential learning experience program when entering the program, GPA requirements, perceived behavior issues, unwritten limitations based on a student’s disability.
2. **All students** should be eligible to be served in a career-technical education program regardless of race, gender, disabilities or socioeconomic status.
3. **All students** are capable of high levels of achievement.
4. **Retention**: Current students enroll in the next course of the sequence of courses.