

REVISED  
2003

# Summary Evaluation for Law Enforcement



School \_\_\_\_\_

Date of Report \_\_\_\_\_

Program \_\_\_\_\_

Teacher \_\_\_\_\_

Evaluator(s) \_\_\_\_\_

**career**tech

The Oklahoma Department of Career and Technology Education uses this instrument to evaluate occupational programs according to the program standards approved by the State Board of Career and Technology Education.



# INTRODUCTION

The Summary Evaluation Questionnaire was developed to assist in evaluating the instructional processes of occupational programs. It is designed for use by both the local teacher in conducting a comprehensive self-evaluation and by an external evaluation team. The questionnaire is divided into 11 sections, corresponding to the 11 standards of quality program operations. These standards or “best practices” have been endorsed by the State Board of Career and Technology Education.

Each standard is followed by a series of rating scale questions or Quality Indicators that further define the standard. Some questions are identified as State Board Rules, and these questions must be met in order to meet the standard. The Quality Indicators may vary among occupational divisions due to unique considerations within those divisions. The sum of the ratings of the State Board Rules and Quality Indicators below each standard will serve as a measure of the standard. The rating of each standard and the corresponding narrative section will be recorded and reported in the final evaluation report.

# DIRECTIONS

Evaluators using this instrument should strive to rate the Quality Indicators for each program evaluated in relationship to the standards. Comparing one program with another may result in distorting evaluative information and is highly discouraged.

## *Questionnaire Rating*

To complete the questionnaire, carefully read each standard and the Quality Indicators that follow. Questions related to State Board Rules are enclosed in a shaded area and are grouped at the beginning of each standard. For each question, the evaluator should indicate if the State Board Rules are **met** or **not met** by marking the appropriate box in the column on the right.

- Met
- Not Met

All other Quality Indicators are assessed by circling the appropriate rating in the column on the right. The numbers on the rating scale indicate the following:

Exceeds Standard	5 = Outstanding 4 = Above Minimum Standard
Meets Standard	3 = Meets Minimum Standard
Falls Below Standard	2 = Below Minimum Standard 1 = Poor (Major Improvement Needed)

*Suggested Activities for Evaluator*

For each standard, there is a suggested list of documents to review or activities to perform as the evaluator rates the standard. The evaluator should use these suggestions as a guide but not as a limitation in reviewing the program.

*Narrative Comments*

The Comments Section of the questionnaire should be used to note specific program characteristics for which recommendations or commendations need to be made. Items rated below standard should be accompanied by realistic statements on how they can be improved. These notes should be used to write the Commendations and Strengths Section, the Specific Recommendations for Improvement Section, and the General Suggestions for Improvement Section at the conclusion of the evaluation (see pages following Standard 11).

**Scoring Totals (Evaluators Only)**

To determine if a standard is met, the evaluator should:

1. Determine if all State Board Rules are met.
2.
  - a. Sum the ratings in the column on the right to find the total points.
  - b. Compare the Total Points to Minimum Points Required to Meet the Standard as stated at the end of the standard.
  - c. If any questions were not applicable, use the chart at the end of the standard to determine the Minimum Points Required to Meet the Standard. (The Total Number of Questions Rated should include the questions related to State Board Rules.)

*Example*

Sum the ratings in the preceding columns ..... 45 Total Points

In order to meet the standard, all State Board Rules must be met and the total points must equal or exceed 36 points.

If any questions are not applicable, the chart below can be used to determine the total points needed to meet the standard. (The Number of Questions Rated should include the questions related to State Board Rules.)

Total Number of Questions Rated	14	13	12	11	10	9	8	7	6	5	4	3	2	1
Minimum Points Required to Meet Standard	36 Pts.	33 Pts.	30 Pts.	27 Pts.	24 Pts.	21 Pts.	18 Pts.	15 Pts.	12 Pts.	9 Pts.	6 Pts.	3 Pts.	All Must Be Met	

**Based upon the Quality Indicators, which reflect State Board Rules and factors influencing the quality of the occupational program, this standard is  Met  Not Met.**

# **PROGRAM STANDARDS FOR THE EVALUATION OF OCCUPATIONAL PROGRAMS**

STANDARD 1	Instructional Planning and Organization
STANDARD 2	Instructional Materials Utilization
STANDARD 3	Qualified Instructional Personnel
STANDARD 4	Enrollment and Student/Teacher Ratio
STANDARD 5	Equipment and Supplies
STANDARD 6	Instructional Facilities
STANDARD 7	Safety Training and Practices
STANDARD 8	Advisory Committee and Community Relations
STANDARD 9	Leadership Development/Career and Technology Student Organization
STANDARD 10	Coordination Activities
STANDARD 11	Student Accounting and Reports



# INSTRUCTIONAL PLANNING AND ORGANIZATION

## STANDARD ONE

The instructional program should be designed to impart knowledge and develop skills that are essential for success in meeting the students' occupational objectives. There should be evidence that each instructional unit has been properly planned and organized and is being implemented in a sequential manner. The program should implement a fairly administered grading system that is based upon identified criteria.

The course of study for each occupational program shall include both theory and skill lessons along with other supplemental learning activities that will serve to guide the program toward desirable learning outcomes. In addition, the course of study shall be integrated and organized in such a manner as to effect an overall well-balanced program of instruction.

### QUALITY INDICATORS

QUESTIONS TO WHAT EXTENT:	SUGGESTED ACTIVITIES	
<p><b>1. Does the instructional planning and organization provide adequate opportunity for occupational experience (shadowing, work-based learning, apprenticeship) for each student to develop the necessary skills and competencies needed for employment?</b></p> <p>COMMENTS:</p>	<p>Review the annual instructional plan and work-based learning plans or agreements.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p><b>2. Is instruction directed toward appropriate and clearly formulated objectives with input from partnerships such as community, business and industry, local administration?</b></p> <p>COMMENTS:</p>	<p>Review program objectives. Review minutes from meetings.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p><b>3. Does the instructional program encourage the elimination of bias and stereotyping?</b></p> <p>COMMENTS:</p>	<p>Review instructional content for instruction that encourages the elimination of bias and stereotyping. Review program brochures and agreements.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p><b>4. Is a strategic plan in place that is revised annually and that provides strategies to address curriculum/technology updates, instructional materials, professional development, equipment and supplies acquisition, budget development, facility renovation, advisory committee utilization, and student chapter development (CTSO if applicable)?</b></p> <p>COMMENTS:</p>	<p>Review strategic plan.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>

All Quality Indicators marked with a screen must be met in order to meet the standard.

# INSTRUCTIONAL PLANNING AND ORGANIZATION

STANDARD ONE (Continued)

## QUALITY INDICATORS

NA = Not Applicable  
 1 = Poor  
 2 = Below Standard  
 3 = Meets Standard  
 4 = Above Standard  
 5 = Outstanding

**QUESTIONS**

TO WHAT EXTENT:

**SUGGESTED  
ACTIVITIES**

<p><b>5. Is a well-defined course description or syllabus on file that reflects the teaching of employability and occupationally related skills, and was a copy given to each student at the beginning of the course?</b></p> <p>COMMENTS:</p>	<p>Review course description or syllabus.</p>	<p><b>NA 1 2 3 4 5</b></p>
<p><b>6. Is a well-defined grading system in use, and was a copy given to each student?</b></p> <p>COMMENTS:</p>	<p>Review grading system given to the students.</p>	<p><b>NA 1 2 3 4 5</b></p>
<p><b>7. Does the instructor have access to individual student files containing the assessment of student's interests, abilities, and special needs, and is the information used appropriately to direct effective student learning?</b></p> <p>COMMENTS:</p>	<p>Review student assessment files.</p>	<p><b>NA 1 2 3 4 5</b></p>
<p><b>8. Is there evidence of integrating and/or teaching basic skills through appropriate partnerships (career awareness, academics, etc.)?</b></p> <p>COMMENTS:</p>	<p>Review lesson plans to determine how basic skills and academics are incorporated into the instruction. Review articulation agreement.</p>	<p><b>NA 1 2 3 4 5</b></p>
<p><b>9. Is there evidence that the students' attainment of objectives is measured by an evaluation system that includes both school-based and work-based performance?</b></p> <p>COMMENTS:</p>	<p>Review grading policy.</p>	<p><b>NA 1 2 3 4 5</b></p>

# INSTRUCTIONAL PLANNING AND ORGANIZATION

## STANDARD ONE (Continued)

### *QUALITY INDICATORS*

NA = Not Applicable  
 1 = Poor  
 2 = Below Standard  
 3 = Meets Standard  
 4 = Above Standard  
 5 = Outstanding

#### QUESTIONS

TO WHAT EXTENT:

#### SUGGESTED ACTIVITIES

<p><b>10. Is the curriculum enriched with related resources (multimedia, guest speakers, field trips, other community resources, CD-ROM)?</b></p> <p>COMMENTS:</p>	<p>Review lesson plans to identify resources used to supplement curriculum.</p>	<p><b>NA 1 2 3 4 5</b></p>
<p><b>11. Are the program objectives written in measurable terms, and do they identify the competencies needed for employment or advanced learning opportunities?</b></p> <p>COMMENTS:</p>	<p>Review program objectives and curriculum lists used to guide instruction.</p>	<p><b>NA 1 2 3 4 5</b></p>
<p><b>12. Are students building a portfolio, and are they encouraged to pursue advanced credentials related to their career goals?</b></p> <p>COMMENTS:</p>	<p>Review students' portfolios.</p>	<p><b>NA 1 2 3 4 5</b></p>
<p><b>13. Is there an instructional plan that identifies an appropriate scope and sequence to the program?</b></p> <p>COMMENTS:</p>	<p>Review the scope and sequence of the instructional plan.</p>	<p><b>NA 1 2 3 4 5</b></p>

Sum the ratings in the preceding columns ..... Total Points

In order to meet the standard, all State Board Rules must be met and the total points must equal or exceed 27 points.

If any questions are not applicable, the chart below can be used to determine the total points needed to meet the standard. (The Number of Questions Rated should include the questions related to State Board Rules.)

Total Number of Questions Rated	13	12	11	10	9	8	7	6	5	4	3	2	1
Minimum Points Required to Meet Standard	27 Pts.	24 Pts.	21 Pts.	18 Pts.	15 Pts.	12 Pts.	9 Pts.	6 Pts.	3 Pts.	All Must Be Met			

**Based upon the Quality Indicators, which reflect State Board Rules and factors influencing the quality of the occupational program, this standard is**  *Met*  *Not Met*.

# INSTRUCTIONAL MATERIALS UTILIZATION

## STANDARD TWO

The availability and proper utilization of instructional materials is considered essential to conducting quality occupational training. Schools shall ensure that adequate amounts of such materials, including state instructional materials, audiovisual aids, reference texts, competency profiles, etc., are made available for instructional purposes. Teachers shall utilize a variety of instructional materials and methods in accordance with student needs and the goals and objectives of the training program.

### ***QUALITY INDICATORS***

**QUESTIONS**

TO WHAT EXTENT:

**SUGGESTED  
ACTIVITIES**

<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><b>1. Do the instructional materials support the state-approved duty/task list and/or guidelines for the instructional program?</b></p> </div> <p>COMMENTS:</p>	<p>Review instructional materials and compare with duty/task list.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><b>2. Are instructional materials adapted to meet individual needs, interests, and rate of learning?</b></p> </div> <p>COMMENTS:</p>	<p>Review materials to determine how they have been adapted.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><b>3. Have appropriate funds been budgeted and utilized for the purchase of instructional materials?</b></p> </div> <p>COMMENTS:</p>	<p>Review budget. Determine the quality and quantity of instructional materials.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>

NA = Not Applicable  
 1 = Poor  
 2 = Below Standard  
 3 = Meets Standard  
 4 = Above Standard  
 5 = Outstanding

<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><b>4. Is there a filing system in place for easy access to instructional materials?</b></p> </div> <p>COMMENTS:</p>	<p>Observe filing system.</p>	<p><b>NA 1 2 3 4 5</b></p>
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**All Quality Indicators marked with a screen must be met in order to meet the standard.**

# INSTRUCTIONAL MATERIALS UTILIZATION

## STANDARD TWO (Continued)

### *QUALITY INDICATORS*

NA = Not Applicable  
 1 = Poor  
 2 = Below Standard  
 3 = Meets Standard  
 4 = Above Standard  
 5 = Outstanding

#### QUESTIONS

TO WHAT EXTENT:

#### SUGGESTED ACTIVITIES

<p><b>5. Is appropriate instructional technology such as computer software, CD-ROM, videos, and reference materials used to enhance instruction?</b></p> <p>COMMENTS:</p>	<p>Review inventory.</p>	<p><b>NA 1 2 3 4 5</b></p>
<p><b>6. Are career opportunities and employability skills training materials available, and are they being utilized?</b></p> <p>COMMENTS:</p>	<p>Review materials.</p>	<p><b>NA 1 2 3 4 5</b></p>
<p><b>7. Are individualized supplemental materials (needed for learning centers) up to date, and do they address a variety of law enforcement-specific occupations?</b></p> <p>COMMENTS:</p>	<p>Review competency manuals, trade journals, and current reference books.</p>	<p><b>NA 1 2 3 4 5</b></p>

Sum the ratings in the preceding columns ..... Total Points

In order to meet the standard, all State Board Rules must be met and the total points must equal or exceed 12 points.

If any questions are not applicable, the chart below can be used to determine the total points needed to meet the standard. (The Number of Questions Rated should include the questions related to State Board Rules.)

Total Number of Questions Rated	7	6	5	4	3 2 1
Minimum Points Required to Meet Standard	12 Pts.	9 Pts.	6 Pts.	3 Pts.	All Must Be Met

**Based upon the Quality Indicators, which reflect State Board Rules and factors influencing the quality of the occupational program, this standard is**  *Met*  *Not Met*.

# QUALIFIED INSTRUCTIONAL PERSONNEL

## STANDARD THREE

Selecting, developing, and retaining instructional staff who are competent to meet the needs of career and technology training is vital to the success of the program. Realizing that occupational instruction is unique in education, all instructors shall have an adequate general education along with recent work experience that will enable them to relate their instruction to law enforcement methodology. As evidence of proper preparation, all occupational teachers shall meet or exceed state certification requirements and will hold a current teaching certificate or credential appropriate to the subject area. In addition to these minimums, all occupational instructors should continuously strive to upgrade their skills and knowledge by meeting recertification requirements and attending professional improvement meetings, state conferences, etc.

### QUALITY INDICATORS

QUESTIONS TO WHAT EXTENT:	SUGGESTED ACTIVITIES	
<p><b>1. Does the teacher hold certification/appropriate credentialing in his/her specific field?</b></p> <p>COMMENTS:</p>	<p>Review teaching certificate/credential and/or resumé.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p><b>2. Does the teacher attend summer conferences, conventions, college courses, required professional improvement meetings, or other sources of training?</b></p> <p>COMMENTS:</p>	<p>Review the instructor's technological and professional growth activities for the past year.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p><b>3. Has the instructor developed and utilized methods to ensure that counselors and administrators are familiar with the goals, objectives, activities, prerequisites, enrollment guidelines, etc., of the program?</b></p> <p>COMMENTS:</p>	<p>Review procedures used for informing counselors and administrators about the program.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p><b>4. Has the instructor employed ethical practices and professional conduct while working with students, parents, and program-related organizations and events?</b></p> <p>COMMENTS:</p>	<p>Identify the instructor's professional and ethical practices that influence the program.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>

All Quality Indicators marked with a screen must be met in order to meet the standard.

# QUALIFIED INSTRUCTIONAL PERSONNEL

**STANDARD THREE (Continued)**

## *QUALITY INDICATORS*

NA = Not Applicable  
 1 = Poor  
 2 = Below Standard  
 3 = Meets Standard  
 4 = Above Standard  
 5 = Outstanding

**QUESTIONS**

TO WHAT EXTENT:

**SUGGESTED  
ACTIVITIES**

<p><b>5. Are other school personnel utilized to meet the needs of students and programs?</b></p> <p>COMMENTS:</p>	<p>Review personnel available and discuss use of these services by the students.</p>	<p><b>NA 1 2 3 4 5</b></p>
<p><b>6. Does the instructor work harmoniously with other faculty and correlate his/her instructional program with other subject areas?</b></p> <p>COMMENTS:</p>	<p>Review procedures used to correlate instructional program with other subject areas.</p>	<p><b>NA 1 2 3 4 5</b></p>
<p><b>7. Does the instructor exhibit behaviors supported by the criteria for effective schooling?</b></p> <p>COMMENTS:</p>	<p>Interview the instructor and students to determine instructional effectiveness.</p>	<p><b>NA 1 2 3 4 5</b></p>
<p><b>8. Does the instructor maintain a personal plan for professional development in the content area, technology, and instructional management?</b></p> <p>COMMENTS:</p>	<p>Review individualized professional development plan.</p>	<p><b>NA 1 2 3 4 5</b></p>
<p><b>9. Is the instructor actively involved in professional and/or community organizations?</b></p> <p>COMMENTS:</p>	<p>Discuss the instructor's involvement in community activities. Review instructor's membership in professional and civic organizations.</p>	<p><b>NA 1 2 3 4 5</b></p>

# QUALIFIED INSTRUCTIONAL PERSONNEL

## STANDARD THREE (Continued)

Sum the ratings in the preceding columns ..... Total Points

In order to meet the standard, all State Board Rules must be met and the total points must equal or exceed 15 points.

If any questions are not applicable, the chart below can be used to determine the total points needed to meet the standard. (The Number of Questions Rated should include the questions related to State Board Rules.)

Total Number of Questions Rated	9	8	7	6	5	4	3	2	1
Minimum Points Required to Meet Standard	15 Pts.	12 Pts.	9 Pts.	6 Pts.	3 Pts.	All Must Be Met			

**Based upon the Quality Indicators, which reflect State Board Rules and factors influencing the quality of the occupational program, this standard is**  **Met**  **Not Met.**

# ENROLLMENT AND STUDENT/TEACHER RATIO

## STANDARD FOUR

The teaching load (student/teacher ratio) will vary with the program, contingent upon the number/kinds of students to be served, the specific skills to be taught, the size of the facility, and the method of instruction to be used. However, reasonable enrollment limits must be maintained in order to ensure that program objectives may be met in an efficient and effective manner. Unless otherwise specified, program enrollment limits shall be maintained in each program in accordance with the state operations and procedures requirements.

### ***QUALITY INDICATORS***

**QUESTIONS**

TO WHAT EXTENT:

**SUGGESTED**

**ACTIVITIES**

<p><b>1. Are enrollment and class sizes in compliance with the State Board of Career and Technology Education guidelines?</b></p> <p>COMMENTS:</p>	<p>Review enrollment by classes for past three years. Check class sizes.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p><b>2. Do recruitment materials offer a broad range of career opportunities, and are students provided equal opportunities to participate in all activities regardless of race, color, national origin, gender, or disability?</b></p> <p>COMMENTS:</p>	<p>Review recruitment materials. Review the classifications of students enrolled in the program according to race, gender, disability, etc.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>

- NA = Not Applicable
- 1 = Poor
- 2 = Below Standard
- 3 = Meets Standard
- 4 = Above Standard
- 5 = Outstanding

<p><b>3. Are students (and parents/guardians when applicable) given a written statement about the purpose and nature of the program and career opportunities prior to enrollment?</b></p> <p>COMMENTS:</p>	<p>Review the written statement. Discuss information given to students prior to enrollment.</p>	<p><b>NA 1 2 3 4 5</b></p>
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**All Quality Indicators marked with a screen must be met in order to meet the standard.**

# ENROLLMENT AND STUDENT/TEACHER RATIO

**STANDARD FOUR (Continued)**

## *QUALITY INDICATORS*

NA = Not Applicable  
 1 = Poor  
 2 = Below Standard  
 3 = Meets Standard  
 4 = Above Standard  
 5 = Outstanding

**QUESTIONS**  
 TO WHAT EXTENT:

**SUGGESTED**  
**ACTIVITIES**

<p><b>4. Are efforts made to articulate students to other educational programs according to their interests and abilities/aptitudes?</b></p> <p>COMMENTS:</p>	<p>Discuss articulation plans and cooperative agreements.</p>	<p><b>NA 1 2 3 4 5</b></p>
<p><b>5. Do all students meet the necessary prerequisites prior to enrollment?</b></p> <p>COMMENTS:</p>	<p>Review procedures for ensuring that students meet the prerequisites prior to enrollment.</p>	<p><b>NA 1 2 3 4 5</b></p>

Sum the ratings in the preceding columns ..... \_\_\_\_\_ Total Points

In order to meet the standard, all State Board Rules must be met and the total points must equal or exceed 9 points.

If any questions are not applicable, the chart below can be used to determine the total points needed to meet the standard. (The Number of Questions Rated should include the questions related to State Board Rules.)

Total Number of Questions Rated	5	4	3	2 1
Minimum Points Required to Meet Standard	9 Pts.	6 Pts.	3 Pts.	All Must Be Met

**Based upon the Quality Indicators, which reflect State Board Rules and factors influencing the quality of the occupational program, this standard is**     *Met*     *Not Met.*

# EQUIPMENT AND SUPPLIES

## STANDARD FIVE

Proper equipment and adequate supplies must be made available to support the occupational program. Schools offering such programs shall provide funds for equipment and supplies in accordance with acceptable standards and at a level to assure quality occupational education. Equipment selected should be representative of the grade and type used by law enforcement agencies and must meet or exceed all appropriate safety standards.

### QUALITY INDICATORS

QUESTIONS TO WHAT EXTENT:	SUGGESTED ACTIVITIES	
<p><b>1. Are the quantity and quality of equipment (and training stations) adequate to support the independent study needs of the largest class of students?</b></p> <p>COMMENTS:</p>	<p>Observe the equipment and training stations in relation to students' study needs.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p><b>2. Is an established budget equal to or above the formula monies designated for the program being used to purchase equipment and supplies that are representative of those used in business and industry?</b></p> <p>COMMENTS:</p>	<p>Review budget. Discuss the availability of funds for updating and upgrading equipment.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p><b>3. Is a current inventory of trainers, equipment, and/or tools on file and updated annually?</b></p> <p>COMMENTS:</p>	<p>Review equipment inventory.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p><b>4. Are there procedures and sufficient funds available for replacement and/or immediate repair of malfunctioning trainers, equipment, and/or tools?</b></p> <p>COMMENTS:</p>	<p>Discuss repair of malfunctioning equipment. Identify equipment that needs to be replaced or repaired. Review long-range plan and/or budget.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>

**All Quality Indicators marked with a screen must be met in order to meet the standard.**

# EQUIPMENT AND SUPPLIES

**STANDARD FIVE (Continued)**

## ***QUALITY INDICATORS***

- NA = Not Applicable
- 1 = Poor
- 2 = Below Standard
- 3 = Meets Standard
- 4 = Above Standard
- 5 = Outstanding

**QUESTIONS**  
TO WHAT EXTENT:

**SUGGESTED**  
**ACTIVITIES**

<p><b>5. Is equipment available to support the latest instructional technology of the program?</b></p> <p>COMMENTS:</p>	<p>Observe equipment to determine if it simulates that used in law enforcement.</p>	<p><b>NA 1 2 3 4 5</b></p>
<p><b>6. Is the program adequately equipped to meet the training needs of all students enrolled in the program?</b></p> <p>COMMENTS:</p>	<p>Observe equipment available for use by students. Review inventory, consumable supplies, and accountability systems.</p>	<p><b>NA 1 2 3 4 5</b></p>
<p><b>7. Is the equipment upgraded annually to meet the needs of related industry?</b></p> <p>COMMENTS:</p>	<p>Review documentation from field visits or surveys, recommendations made by advisory committee, and supportive literature.</p>	<p><b>NA 1 2 3 4 5</b></p>

Sum the ratings in the preceding columns ..... Total Points

In order to meet the standard, all State Board Rules must be met and the total points must equal or exceed 9 points.

If any questions are not applicable, the chart below can be used to determine the total points needed to meet the standard. (The Number of Questions Rated should include the questions related to State Board Rules.)

Total Number of Questions Rated	7	6	5	4	3	2	1
Minimum Points Required to Meet Standard	9 Pts.	6 Pts.	3 Pts.	All Must Be Met			

**Based upon the Quality Indicators, which reflect State Board Rules and factors influencing the quality of the occupational program, this standard is**  *Met*  *Not Met*.

# INSTRUCTIONAL FACILITIES

## STANDARD SIX

Physical facilities for occupational programs shall include adequate space and utilities in classrooms, laboratories, and shop areas that provide for safe and orderly, quality instruction to meet the program's objectives. Both instructional and non-instructional areas, including storage areas, restrooms, and offices, shall be adequate for the number of students and staff using such areas. Special consideration shall be given to meeting the needs of students with disabilities as well as providing for the special needs of co-educational classes.

### ***QUALITY INDICATORS***

#### **QUESTIONS**

TO WHAT EXTENT:

#### **SUGGESTED ACTIVITIES**

<b>1. Are the size of the facility and number of training stations adequate to ensure safety and quality education and training in relation to the program's objectives?</b>	Observe the size of the classroom and number of training stations.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
COMMENTS:		
<b>2. Have the facilities been properly maintained to provide an environment conducive to learning and working?</b>	Observe maintenance of the facility in terms of painting, repair work, etc.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
COMMENTS:		
<b>3. Are facilities barrier-free to accommodate students with disabilities?</b>	View facilities for special features or modifications to accommodate students with disabilities.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
COMMENTS:		

NA = Not Applicable  
 1 = Poor  
 2 = Below Standard  
 3 = Meets Standard  
 4 = Above Standard  
 5 = Outstanding

<b>4. Are the facilities arranged in such a manner as to maximize instructional function, supervision, class control, and student safety and to simulate an industry environment as appropriate?</b>	View all facility components for suitability in carrying out instructional objectives and supervision.	<b>NA 1 2 3 4 5</b>
COMMENTS:		

**All Quality Indicators marked with a screen must be met in order to meet the standard.**

# INSTRUCTIONAL FACILITIES

**STANDARD SIX (Continued)**

## ***QUALITY INDICATORS***

NA = Not Applicable  
 1 = Poor  
 2 = Below Standard  
 3 = Meets Standard  
 4 = Above Standard  
 5 = Outstanding

**QUESTIONS**

TO WHAT EXTENT:

**SUGGESTED  
ACTIVITIES**

<p><b>5. Is the storage space functional and sufficient for instructional materials, supplies, equipment, and projects? Is lockable storage utilized for hazardous materials?</b></p> <p>COMMENTS:</p>	<p>Observe storage space.</p>	<p><b>NA 1 2 3 4 5</b></p>
<p><b>6. Is adequate office space provided that contains an Internet-accessible computer, printer, software, telephone, desk, lockable file cabinets, and other necessary equipment?</b></p> <p>COMMENTS:</p>	<p>Observe office space.</p>	<p><b>NA 1 2 3 4 5</b></p>
<p><b>7. Can the present facility be changed/adapted to accommodate a change in the direction of curriculum or to accommodate other modifications in equipment, safety, etc., due to the impact of changing technology?</b></p> <p>COMMENTS:</p>	<p>Observe facility.</p>	<p><b>NA 1 2 3 4 5</b></p>
<p><b>8. Is a wash basin for cleanup readily available to students?</b></p> <p>COMMENTS:</p>	<p>Observe wash basin.</p>	<p><b>NA 1 2 3 4 5</b></p>
<p><b>9. Is there a suitable station for cleaning equipment routinely serviced in the instructional content of the program?</b></p> <p>COMMENTS:</p>	<p>Observe cleanup area.</p>	<p><b>NA 1 2 3 4 5</b></p>

# INSTRUCTIONAL FACILITIES

**STANDARD SIX (Continued)**

## *QUALITY INDICATORS*

NA = Not Applicable  
 1 = Poor  
 2 = Below Standard  
 3 = Meets Standard  
 4 = Above Standard  
 5 = Outstanding

**QUESTIONS**  
 TO WHAT EXTENT:

**SUGGESTED**  
**ACTIVITIES**

<p><b>10. Are lockers available that meet the needs of the law enforcement students?</b></p> <p>COMMENTS:</p>	<p>Observe locker space for adequacy of storing coveralls, instructional materials, etc.</p>	<p><b>NA 1 2 3 4 5</b></p>
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Sum the ratings in the preceding columns ..... \_\_\_\_\_ Total Points

In order to meet the standard, all State Board Rules must be met and the total points must equal or exceed 21 points.

If any questions are not applicable, the chart below can be used to determine the total points needed to meet the standard. (The Number of Questions Rated should include the questions related to State Board Rules.)

Total Number of Questions Rated	10	9	8	7	6	5	4	3 2 1
Minimum Points Required to Meet Standard	21 Pts.	18 Pts.	15 Pts.	12 Pts.	9 Pts.	6 Pts.	3 Pts.	All Must Be Met

**Based upon the Quality Indicators, which reflect State Board Rules and factors influencing the quality of the occupational program, this standard is**  *Met*  *Not Met*.

# SAFETY TRAINING AND PRACTICES

## STANDARD SEVEN

Due to the nature of career and technology education and related employment, student safety and safety training are considered essential to quality program operations. Schools offering occupational programs shall ensure that safety features in the instructional facilities and equipment are properly implemented and maintained. In addition, adequate lighting, temperature, and ventilation shall be provided to ensure a safe and healthy learning environment. The Occupational Safety and Health Administration (OSHA) standards shall be used to guide the implementation of environmental health and safety features.

Instructors shall ensure that safety training is incorporated into the instructional content of the training program. Student safety practices shall also be encouraged and continuously monitored by the instructor.

### ***QUALITY INDICATORS***

**QUESTIONS  
TO WHAT EXTENT:**

**SUGGESTED  
ACTIVITIES**

<p><b>1. Is safety instruction planned, presented, demonstrated, and practiced by the teacher in instructional and laboratory activities?</b></p> <p>COMMENTS:</p>	<p>Review safety instructional units being taught. Observe laboratory processes. Review safety policies that instruct the student in actions to take in case of an accident and/or injury.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p><b>2. Has a safety check been conducted to ensure a safe educational environment and to teach students to look for unsafe conditions in the work area?</b></p> <p>COMMENTS:</p>	<p>Check facility and equipment for appropriate safety features. Review the results of the latest safety check.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p><b>3. Have appropriate measures been taken to protect the students and instructor from contamination resulting from injury or while treating an injury, including instructor training and health safety equipment?</b></p> <p>COMMENTS:</p>	<p>Review program health/safety equipment and training for compliance with OSHA standard 29 CFR 1910.1030 and Universal Precautions (bloodborne pathogenes).</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>

**All Quality Indicators marked with a screen must be met in order to meet the standard.**

# SAFETY TRAINING AND PRACTICES

## STANDARD SEVEN (Continued)

### *QUALITY INDICATORS*

NA = Not Applicable  
 1 = Poor  
 2 = Below Standard  
 3 = Meets Standard  
 4 = Above Standard  
 5 = Outstanding

#### QUESTIONS

TO WHAT EXTENT:

#### SUGGESTED ACTIVITIES

<p><b>4. Are the classroom, laboratory, and storage areas arranged to emphasize safety?</b></p> <p>COMMENTS:</p>	<p>Observe the instructional facilities and equipment for appropriate health, comfort, and safety features.</p>	<p>NA 1 2 3 4 5</p>
<p><b>5. Does the instructional facility provide adequate heat, light, ventilation, dust control, and noise control to provide a safe environment conducive to learning?</b></p> <p>COMMENTS:</p>	<p>Check facilities for proper heating, lighting, noise, and ventilation.</p>	<p>NA 1 2 3 4 5</p>
<p><b>6. Are student safety tests and evidence of hazardous material handling, right-to-know instruction, and universal precautions training retained on file to verify that appropriate training has taken place?</b></p> <p>COMMENTS:</p>	<p>Check student files for safety tests with 100 percent accuracy. Check to see if Material Safety Data Sheets (MSDS) are in place. Review documentation of safety training.</p>	<p>NA 1 2 3 4 5</p>
<p><b>7. Is a hazardous waste disposal system in place for the program?</b></p> <p>COMMENTS:</p>	<p>Review hazardous waste disposal system. Check labeling of hazardous materials. Review documentation of transportation of hazardous materials (manifest).</p>	<p>NA 1 2 3 4 5</p>
<p><b>8. Do the equipment and facilities meet the minimum criteria of the appropriate educational division?</b></p> <p>COMMENTS:</p>	<p>Review the equipment and facilities.</p>	<p>NA 1 2 3 4 5</p>

# SAFETY TRAINING AND PRACTICES

## STANDARD SEVEN (Continued)

Sum the ratings in the preceding columns ..... \_\_\_\_\_ Total Points

In order to meet the standard, all State Board Rules must be met and the total points must equal or exceed 15 points.

If any questions are not applicable, the chart below can be used to determine the total points needed to meet the standard. (The Number of Questions Rated should include the questions related to State Board Rules.)

Total Number of Questions Rated	8	7	6	5	4	3 2 1
Minimum Points Required to Meet Standard	15 Pts.	12 Pts.	9 Pts.	6 Pts.	3 Pts.	All Must Be Met

**Based upon the Quality Indicators, which reflect State Board Rules and factors influencing the quality of the occupational program, this standard is**  **Met**  **Not Met.**

# PROGRAM ADVISORY COMMITTEE AND COMMUNITY RELATIONS

## STANDARD EIGHT

An effective and continuous program of community relations is necessary to maintain a close working relationship with law enforcement agencies and other organizations and individuals, as well as to ensure that occupational education is relevant to the needs of students. The purpose of a community relations effort is to inform the public of the program's operations and capabilities and to generate active participation in the development and implementation of the program's goals.

Each occupational program should actively strive to encourage community involvement and to promote a greater understanding of the program's needs and accomplishments. In addition, each program shall have a formally organized program advisory committee that is broadly representative of the school community and of the law enforcement community it serves. Each local program shall maintain on file a list of the names and occupations of the advisory committee members and the minutes of each meeting.

### QUALITY INDICATORS

#### QUESTIONS

TO WHAT EXTENT:

#### SUGGESTED ACTIVITIES

<p><b>1. Does the program's advisory committee meet as a group in scheduled meetings, maintain minutes of each meeting, and include recommendations for program improvement?</b></p> <p>COMMENTS:</p>	<p>Review minutes of recent meetings. Review action taken on previous committee recommendations.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p><b>2. Does the advisory committee include representation from law enforcement agencies as well as the school community? (The majority of the advisory committee members should be from law enforcement. Representatives of the school community might include school administrators, counselors, parents, current student, past student, an academic teacher, and a local program instructor.)</b></p> <p>COMMENTS:</p>	<p>Review program advisory committee membership to determine if the majority of the membership is representative of occupations for which the program is training.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>

All Quality Indicators marked with a screen must be met in order to meet the standard.

# PROGRAM ADVISORY COMMITTEE AND COMMUNITY RELATIONS

**STANDARD EIGHT (Continued)**

## ***QUALITY INDICATORS***

NA = Not Applicable  
 1 = Poor  
 2 = Below Standard  
 3 = Meets Standard  
 4 = Above Standard  
 5 = Outstanding

**QUESTIONS**

TO WHAT EXTENT:

**SUGGESTED  
ACTIVITIES**

<p><b>3. Are the recommendations from the advisory committee acted upon and/or incorporated into the curriculum and the results relayed to all committee members?</b></p> <p>COMMENTS:</p>	<p>Review minutes of recent meetings. Review changes in curriculum and equipment as a result of committee recommendations.</p>	<p><b>NA 1 2 3 4 5</b></p>
<p><b>4. Are informative materials/meetings used to enlighten educators, law enforcement personnel, parents, students, and the general public concerning the program?</b></p> <p>COMMENTS:</p>	<p>Review newspaper releases, brochures, posters, technology center's Web site, etc.</p>	<p><b>NA 1 2 3 4 5</b></p>
<p><b>5. Does the teacher work with other agencies in the community to develop and conduct educational programs?</b></p> <p>COMMENTS:</p>	<p>Discuss instructor's interaction with other agencies.</p>	<p><b>NA 1 2 3 4 5</b></p>

Sum the ratings in the preceding columns ..... Total Points

In order to meet the standard, all State Board Rules must be met and the total points must equal or exceed 9 points.

If any questions are not applicable, the chart below can be used to determine the total points needed to meet the standard. (The Number of Questions Rated should include the questions related to State Board Rules.)

Total Number of Questions Rated	5	4	3	2	1
Minimum Points Required to Meet Standard	9 Pts.	6 Pts.	3 Pts.	All Must Be Met	

**Based upon the Quality Indicators, which reflect State Board Rules and factors influencing the quality of the occupational program, this standard is**  **Met**  **Not Met.**

# LEADERSHIP DEVELOPMENT/CAREER AND TECHNOLOGY STUDENT ORGANIZATION

## STANDARD NINE

Student leadership development activities are considered an integral part of the course of instruction in all occupational programs. Each student shall be afforded the opportunity to become an active member of an appropriate student organization. The leadership development activities associated with the student organization shall be directed and supervised by the local teacher with guidance from the local school administration and the state supervisory staff.

### QUALITY INDICATORS

#### QUESTIONS

TO WHAT EXTENT:

#### SUGGESTED ACTIVITIES

<p><b>1. Is each student afforded the opportunity and encouraged to become an active member of the appropriate career and technology education student organization (CTSO)?</b></p> <p>COMMENTS:</p>	<p>Discuss membership development and recruitment procedures.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p><b>2. Are student organization (CTSO) activities an integral part of the instructional program in the attainment and balance of the primary program objectives?</b></p> <p>COMMENTS:</p>	<p>Discuss how the CTSO is incorporated into the instructional delivery system.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p><b>3. Was each CTSO member provided the opportunity to attend and participate in local, state, and national leadership, career, and personal development activities?</b></p> <p>COMMENTS:</p>	<p>Discuss how opportunities were offered to each member. Review state SkillsUSA-VICA roster.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p><b>4. Is the local CTSO chapter in good standing with the state and national organizations?</b></p> <p>COMMENTS:</p>	<p>Verify that membership rosters, dues, and CTSO reports are submitted on time.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>

**All Quality Indicators marked with a screen must be met in order to meet the standard.**

# LEADERSHIP DEVELOPMENT/CAREER AND TECHNOLOGY STUDENT ORGANIZATION

## STANDARD NINE (Continued)

### ***QUALITY INDICATORS***

**QUESTIONS**

TO WHAT EXTENT:

**SUGGESTED  
ACTIVITIES**

<p><b>5. Does the student organization (and each member) employ ethical practices and professional conduct while participating in organized CTSO-related activities and events?</b></p> <p>COMMENTS:</p>	<p>Identify students' ethical practices and conduct while preparing for and participating in CTSO-related activities and events.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
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- NA = Not Applicable
- 1 = Poor
- 2 = Below Standard
- 3 = Meets Standard
- 4 = Above Standard
- 5 = Outstanding

<p><b>6. Were the Law Enforcement students and instructor in attendance at the State Career Development Conference in April?</b></p> <p>COMMENTS:</p>	<p>Review state registration form.</p>	<p><b>NA 1 2 3 4 5</b></p>
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Sum the ratings in the preceding columns ..... Total Points

In order to meet the standard, all State Board Rules must be met and the total points must equal or exceed 3 points.

If any questions are not applicable, the chart below can be used to determine the total points needed to meet the standard. (The Number of Questions Rated should include the questions related to State Board Rules.)

Total Number of Questions Rated	6	5 4 3 2 1
Minimum Points Required to Meet Standard	3 Pts.	All Must Be Met

**Based upon the Quality Indicators, which reflect State Board Rules and factors influencing the quality of the occupational program, this standard is**  *Met*  *Not Met.*

# COORDINATION ACTIVITIES

## STANDARD TEN

Cooperative education is uniquely designed to meet students' occupational objectives through supervised on-the-job training or other supervised occupational experiences, coupled with regular classroom instruction. Each student participating in cooperative training should be placed in a job related to his/her occupational objective and training program. The instructor should ensure that each student's cooperative training provides experiences that allow the student to meet the goals and objectives of his/her training program.

The cooperative education program should ensure that students are legally employed if their cooperative training involves working for pay. As a condition of their employment, a "Memorandum of Training" shall be signed by the employer, student, parent, and teacher-coordinator and shall be maintained on file. In addition, a training plan outlining the work-site training activities for each student shall be completed and maintained on file.

In order to assure quality of training and procedural compliance, the local teacher-coordinator shall visit each training station at least once per grading period. Provisions should also be made for the local teacher-coordinator to visit each training station in accordance with state guidelines.

### QUALITY INDICATORS

QUESTIONS TO WHAT EXTENT:	SUGGESTED ACTIVITIES	
<p><b>1. Does each student have the opportunity to participate in work-site learning?</b></p> <p>COMMENTS:</p>	<p>Review work-site learning opportunities.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p><b>2. Is a Memorandum of Training (and other appropriate documentation) signed and on file for each student undergoing work-site experience?</b></p> <p>COMMENTS:</p>	<p>Review documentation for each student participating in a work-site experience.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p><b>3. Are work-site learning objectives based on and validated by law enforcement standards?</b></p> <p>COMMENTS:</p>	<p>Review the training plans and validation process.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p><b>All Quality Indicators marked with a screen must be met in order to meet the standard.</b></p>		

# COORDINATION ACTIVITIES

## STANDARD TEN (Continued)

### *QUALITY INDICATORS*

**QUESTIONS  
TO WHAT EXTENT:**

**SUGGESTED  
ACTIVITIES**

<p><b>4. Is appropriate documentation maintained to indicate the instructor is actively involved with each work-site experience?</b></p> <p>COMMENTS:</p>	<p>Review coordination activities and records.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
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NA = Not Applicable  
 1 = Poor  
 2 = Below Standard  
 3 = Meets Standard  
 4 = Above Standard  
 5 = Outstanding

<p><b>5. Is there a written evaluation by the employer of the student's progress each grading period, and is it on file?</b></p> <p>COMMENTS:</p>	<p>Review training plan/ evaluation sheet.</p>	<p><b>NA 1 2 3 4 5</b></p>
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<p><b>6. Has adequate time been allocated by the school for the law enforcement teacher to coordinate and supervise students receiving credit for work-site training?</b></p> <p>COMMENTS:</p>	<p>Review local work-site training procedures.</p>	<p><b>NA 1 2 3 4 5</b></p>
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<p><b>7. Are records maintained to document number of hours of work-site learning experience?</b></p> <p>COMMENTS:</p>	<p>Review job record sheets.</p>	<p><b>NA 1 2 3 4 5</b></p>
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<p><b>8. Does the teacher keep the administration informed of coordination activities?</b></p> <p>COMMENTS:</p>	<p>Visit with administration.</p>	<p><b>NA 1 2 3 4 5</b></p>
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# COORDINATION ACTIVITIES

## STANDARD TEN (Continued)

Sum the ratings in the preceding columns ..... \_\_\_\_\_ Total Points

In order to meet the standard, all State Board Rules must be met and the total points must equal or exceed 12 points.

If any questions are not applicable, the chart below can be used to determine the total points needed to meet the standard. (The Number of Questions Rated should include the questions related to State Board Rules.)

Total Number of Questions Rated	8	7	6	5	4 3 2 1
Minimum Points Required to Meet Standard	12 Pts.	9 Pts.	6 Pts.	3 Pts.	All Must Be Met

**Based upon the Quality Indicators, which reflect State Board Rules and factors influencing the quality of the occupational program, this standard is**  **Met**  **Not Met.**

# STUDENT ACCOUNTING AND REPORTS

## STANDARD ELEVEN

Recognizing that the major objective of career and technology education is the gainful employment of the student, a systematic program of job placement and follow-up is essential. As evidence of efforts to achieve this objective, each local educational institution shall maintain student enrollment, placement, and follow-up records on all students who have enrolled in occupational programs. These records must be maintained in accordance with divisional requirements and reported as requested to the Oklahoma Department of Career and Technology Education. Each program purporting to train students for gainful employment shall assist program completers in job placement and maintain placement records.

In exploratory programs or in programs where students move from Program I to Program II, completers should be assisted in continuing their occupational education or assisted in job placement. Enrollment, placement, continuing education, and follow-up records should be maintained for these programs.

### QUALITY INDICATORS

#### QUESTIONS

TO WHAT EXTENT:

#### SUGGESTED ACTIVITIES

<p><b>1. Are student enrollment, placement, follow-up, divisional, and SkillsUSA-VICA reports correctly completed, maintained, and submitted by the due dates and in accordance with state and federal requirements?</b></p> <p>COMMENTS:</p>	<p>Review enrollment, completion, and follow-up records. Check delinquent lists.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
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NA = Not Applicable  
1 = Poor  
2 = Below Standard  
3 = Meets Standard  
4 = Above Standard  
5 = Outstanding

<p><b>2. Is enrollment periodically updated through the school year in order to record/list new students?</b></p> <p>COMMENTS:</p>	<p>Compare grade book with enrollment reports.</p>	<p>NA 1 2 3 4 5</p>
<p><b>3. Does the teacher assist program completers in continuing their education or pursuing related employment?</b></p> <p>COMMENTS:</p>	<p>Review procedures for assisting program completers in finding employment and/or continuing formal training (i.e., list of potential employers).</p>	<p>NA 1 2 3 4 5</p>

All Quality Indicators marked with a screen must be met in order to meet the standard.

# STUDENT ACCOUNTING AND REPORTS

## STANDARD ELEVEN (Continued)

### QUALITY INDICATORS

NA = Not Applicable  
 1 = Poor  
 2 = Below Standard  
 3 = Meets Standard  
 4 = Above Standard  
 5 = Outstanding

QUESTIONS TO WHAT EXTENT:	SUGGESTED ACTIVITIES	
<p><b>4. Does the one-year follow-up indicate that completers from the previous year are employed in a job related to training or are continuing their education?</b></p> <p>COMMENTS:</p>	<p>Review placement data for previous year's program completers. Compare to state-established minimum standards.</p>	<p><b>NA 1 2 3 4 5</b></p>
<p><b>5. Does each student have an opportunity to compile a resumé, complete a job application, follow the plan of study, plan for future education, prepare for a job search, or complete any other application as a part of his/her instructional program?</b></p> <p>COMMENTS:</p>	<p>Review program objectives, lesson plans, student files, portfolios, etc.</p>	<p><b>NA 1 2 3 4 5</b></p>
<p><b>6. Is the student retention rate maintained at an appropriate level?</b></p> <p>COMMENTS:</p>	<p>Review the number of students returning from the first year to the second year. Compare to state-established minimum standards.</p>	<p><b>NA 1 2 3 4 5</b></p>
<p><b>7. Are students informed of articulation agreements available to them at postsecondary institutions, and is data maintained to show the effectiveness of articulation agreements?</b></p> <p>COMMENTS:</p>	<p>Review list of statewide articulated programs. Review data.</p>	<p><b>NA 1 2 3 4 5</b></p>

Sum the ratings in the preceding columns ..... \_\_\_\_\_ Total Points

In order to meet the standard, all State Board Rules must be met and the total points must equal or exceed 18 points.

If any questions are not applicable, the chart below can be used to determine the total points needed to meet the standard. (The Number of Questions Rated should include the questions related to State Board Rules.)

Total Number of Questions Rated	7	6	5	4	3	2	1
Minimum Points Required to Meet Standard	18 Pts.	15 Pts.	12 Pts.	9 Pts.	6 Pts.	3 Pts.	All Must Be Met

**Based upon the Quality Indicators, which reflect State Board Rules and factors influencing the quality of the occupational program, this standard is**  *Met*  *Not Met*.



## PROGRAM EVALUATION PROFILE

Instructor \_\_\_\_\_

Program \_\_\_\_\_

School \_\_\_\_\_

Date \_\_\_\_\_

Chairman \_\_\_\_\_

		Standard Met	Standard Not Met*
STANDARD 1	Instructional Planning and Organization		
STANDARD 2	Instructional Materials Utilization		
STANDARD 3	Qualified Instructional Personnel		
STANDARD 4	Enrollment and Student/Teacher Ratio		
STANDARD 5	Equipment and Supplies		
STANDARD 6	Instructional Facilities		
STANDARD 7	Safety Training and Practices		
STANDARD 8	Advisory Committees and Community Relations		
STANDARD 9	Leadership Development/ Career and Technology Student Organization		
STANDARD 10	Coordination Activities		
STANDARD 11	Student Accounting and Reports		

*\*Refer to Specific Recommendations for Improvement*















