

REVISED
April 2009

Summary Evaluation for Business and Information Technology Education



School _____

Date of Report _____

Program _____

Teacher _____

Evaluator(s) _____

*career***tech**

The Oklahoma Department of Career and Technology Education uses this instrument to evaluate occupational training according to the 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 career and technology education. 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 quality standards. 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 total 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 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 career pathway/major.

Narrative Comments

The Comments Section of the questionnaire should be used to note specific 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 career pathway/major, this standard is **Met** **Not Met.**

STANDARDS FOR THE EVALUATION OF CAREER PATHWAYS/MAJORS

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
STANDARD 10	Coordination Activities
STANDARD 11	Student Accounting and Reports

INSTRUCTIONAL PLANNING AND ORGANIZATION

STANDARD ONE

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

The course of study for each career major shall include both theory and skill lessons along with other supplemental learning activities that will serve to guide the student 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 DOCUMENTATION
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 1. Does the instructional planning and organization provide adequate opportunity for occupational experience (shadowing, work-site/work-based learning, paid work experience) for each student to develop the necessary skills and competencies needed for employment and career success? </div> <p>COMMENTS:</p>	<p>Annual instructional plan or course syllabus. Work-based learning opportunities for students. Student projects.</p> <div style="text-align: right; padding-right: 10px;"> <input type="checkbox"/> Met <input type="checkbox"/> Not Met </div>
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 2. Is instruction directed toward appropriate and clearly formulated objectives with input from partnerships such as community, business and industry, local administration? </div> <p>COMMENTS:</p>	<p>Instructional objectives and minutes from meetings. List of career majors being taught.</p> <div style="text-align: right; padding-right: 10px;"> <input type="checkbox"/> Met <input type="checkbox"/> Not Met </div>
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 3. Does instruction encourage the elimination of bias and stereotyping? </div> <p>COMMENTS:</p>	<p>Instructional content that encourages the elimination of bias and stereotyping. Brochures.</p> <div style="text-align: right; padding-right: 10px;"> <input type="checkbox"/> Met <input type="checkbox"/> Not Met </div>

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

QUESTIONS

TO WHAT EXTENT:

SUGGESTED

DOCUMENTATION

<p>4. Is a strategic three-year 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 career and technology student organization chapter development (if applicable)?</p> <p>COMMENTS:</p>	<p>Strategic Plan. (Plan should be reflective of career majors selected.)</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>5. Is a well-defined career major description and outline 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?</p> <p>COMMENTS:</p>	<p>Course descriptions and syllabi for each career major. Career major descriptions.</p>	<p>NA 1 2 3 4 5</p>
<p>6. Is a system for monitoring and documenting student progress available and properly utilized?</p> <p>COMMENTS:</p>	<p>Network-based or Web-based system for managing classroom documents. How student progress is monitored.</p>	<p>NA 1 2 3 4 5</p>
<p>7. Does the instructional management system contain a well-defined grading system, and was a copy given to each student?</p> <p>COMMENTS:</p>	<p>Grading system, including how each element (attendance, work ethic, work-based learning, etc.) is used to determine final grade.</p>	<p>NA 1 2 3 4 5</p>

INSTRUCTIONAL PLANNING AND ORGANIZATION

STANDARD ONE (Continued)

NA = Not Applicable
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QUALITY INDICATORS

QUESTIONS

TO WHAT EXTENT:

SUGGESTED

DOCUMENTATION

<p>8. Is there evidence that the students' attainment of objectives is measured by an evaluation system that includes both school-based and work-based performance?</p> <p>COMMENTS:</p>	<p>Grading policy. Test results. Brainbench printout, if applicable. Objective and duty/task lists.</p>	<p>NA 1 2 3 4 5</p>
<p>9. Is there evidence students acquire industry-recognized credentials that demonstrate the skills needed to meet industry-accepted standards?</p> <p>COMMENTS:</p>	<p>Industry credentials incorporated within each career major. Test results.</p>	<p>NA 1 2 3 4 5</p>
<p>10. Does the instructor have access to individual student files or career plans containing the results of assessment of students' interests, achievement, abilities, and special needs, and is the information used appropriately to direct effective student learning?</p> <p>COMMENTS:</p>	<p>Student assessment files or individual career plans. Process of matching student profiles with instructional plans.</p>	<p>NA 1 2 3 4 5</p>
<p>11. Is the instructor involved in developing or approving accommodations or modifications for students with identified disabilities? Is there evidence that integrity of skill development is maintained as accommodations or modifications are implemented? Is the instructor assisted with appropriately modifying instruction for students with disabilities?</p> <p>COMMENTS:</p>	<p>Disability documentation for modifications/ accommodations. Records of technical skill attainment for students with disabilities.</p>	<p>NA 1 2 3 4 5</p>
<p>12. Is there evidence of integrating career awareness, employability skills, etc., and the teaching of essential skills through appropriate partnerships, such as with the academic center, job placement staff, or others into the career major(s)?</p> <p>COMMENTS:</p>	<p>Lesson plans showing how essential skills are incorporated into the instruction. Role of academic centers. Classroom materials that incorporate these skills.</p>	<p>NA 1 2 3 4 5</p>

INSTRUCTIONAL PLANNING AND ORGANIZATION

STANDARD ONE (Continued)

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QUALITY INDICATORS

QUESTIONS

TO WHAT EXTENT:

SUGGESTED

DOCUMENTATION

<p>13. Does the instructor receive professional development in developing strategies for integrating academics and other essential skills into instruction?</p> <p>COMMENTS:</p>	<p>Record of professional development activities. Materials provided to instructor as resources.</p>	<p>NA 1 2 3 4 5</p>
<p>14. Does the instructor provide input to academic instructors regarding academic priorities and goals specific to the career major(s) and suggest academic materials or other instructional aids related to the pathway?</p> <p>COMMENTS:</p>	<p>Lesson plans, copies of e-mails, or other records of suggestions made to academic instructor.</p>	<p>NA 1 2 3 4 5</p>
<p>15. Is there evidence of an on-line management system for students, parents, and teachers to utilize and enhance classroom planning, organization, and communication?</p> <p>Website address: _____</p> <p>Login information: _____</p> <p>Password: _____</p> <p>COMMENTS:</p>	<p>Online management system (Blackboard, iCat, Moodle, Website, Intranet, etc.)</p>	<p>NA 1 2 3 4 5</p>
<p>16. Is the content aligned in appropriate scope and sequence within the local business and information technology education delivery system?</p> <p>COMMENTS:</p>	<p>Alignment between all levels of education including middle school, high school, technology center, community college, and four-year university. Articulation plans. Cooperative agreements.</p>	<p>NA 1 2 3 4 5</p>

INSTRUCTIONAL PLANNING AND ORGANIZATION

STANDARD ONE (Continued)

NA = Not Applicable
 1 = Poor
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 4 = Above Standard
 5 = Outstanding

QUALITY INDICATORS

QUESTIONS

TO WHAT EXTENT:

SUGGESTED

DOCUMENTATION

<p>17. Are students building individual portfolios?</p> <p>COMMENTS:</p>	<p>Student portfolios.</p>	<p>NA 1 2 3 4 5</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 39 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	17	16	15	14	13	12	11	10	9	8	7	6	5	4 3 2 1
Minimum Points Required to Meet Standard	39 Pts.	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 career pathway/major, 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 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. Career and technology education teachers shall utilize a variety of instructional materials and methods in accordance with student needs and the goals and objectives of the training.

QUALITY INDICATORS

QUESTIONS

TO WHAT EXTENT:

SUGGESTED

DOCUMENTATION

<p>1. Do the instructional materials support the state-approved skills standards and/or guidelines for the career major?</p> <p>COMMENTS:</p>	<p>Instructional materials. List of career majors being offered.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>2. Are instructional materials adapted to meet individual needs, interests, and rate of learning?</p> <p>COMMENTS:</p>	<p>Examples of materials that have been adapted.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>3. Have incentive assistance or other funds been utilized for the purchase of instructional materials?</p> <p>COMMENTS:</p>	<p>Budget. Updates to equipment, curriculum, etc.</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 MATERIALS UTILIZATION

STANDARD TWO (Continued)

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

QUALITY INDICATORS

QUESTIONS

TO WHAT EXTENT:

SUGGESTED

DOCUMENTATION

<p>4. Are instructional materials competency-based, and do they support a variety of individual, team, and project-based learning opportunities?</p> <p>COMMENTS:</p>	<p>Competency-based instructional materials. Variety of learning opportunities.</p>	<p>NA 1 2 3 4 5</p>
<p>5. Is there an organized materials management system in place for easy access to instructional materials?</p> <p>COMMENTS:</p>	<p>Management system (electronic, online, digital, etc.).</p>	<p>NA 1 2 3 4 5</p>
<p>6. Is appropriate instructional technology such as computer software, CD-ROM-based tools, Internet tools, and reference materials used to enhance instruction and deliver instruction?</p> <p>COMMENTS:</p>	<p>Inventory list.</p>	<p>NA 1 2 3 4 5</p>
<p>7. Are career opportunities and employability skills training materials available, and are they being utilized?</p> <p>COMMENTS:</p>	<p>Types of career training being offered (lessons, workshops, software packages, online curriculum, etc.).</p>	<p>NA 1 2 3 4 5</p>
<p>8. Are integrated projects used to deliver and/or support the delivery of instruction and career cluster framework?</p> <p>COMMENTS:</p>	<p>Real-world projects and rubrics to support career majors.</p>	<p>NA 1 2 3 4 5</p>

INSTRUCTIONAL MATERIALS UTILIZATION

STANDARD TWO (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 career pathway/major, 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 education is vital to the success of the educational experience. 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 business or industrial methodology. As evidence of proper preparation, all career and technology teachers shall meet or exceed state certification requirements and will hold a current teaching certificate or credential appropriate to their subject area. In addition to these minimums, all 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

DOCUMENTATION

<p>1. Does the teacher hold certification/endorsement/appropriate credentialing in his/her specific field?</p> <p>COMMENTS:</p>	<p>Teaching certificate, CareerTech endorsement, credential, and/or resumé.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>2. Does the teacher attend summer conferences, conventions, college courses, required professional improvement meetings, or other sources of training?</p> <p>COMMENTS:</p>	<p>Instructor's technological and professional growth activities for the past year. Professional development records, transcript, resumé.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>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 career pathway/major?</p> <p>COMMENTS:</p>	<p>Procedures used for informing counselors and administrators about the career pathway/major.</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)

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

QUALITY INDICATORS

QUESTIONS
 TO WHAT EXTENT:

SUGGESTED
DOCUMENTATION

<p>4. Are other school personnel utilized to meet the needs of students and programs?</p> <p>COMMENTS:</p>	<p>List of personnel available and use of these services by the students.</p>	<p>NA 1 2 3 4 5</p>
<p>5. Does the instructor work harmoniously with other faculty and correlate his/her curriculum with other subject areas?</p> <p>COMMENTS:</p>	<p>Procedures used to correlate instruction with other subject areas.</p>	<p>NA 1 2 3 4 5</p>
<p>6. Does the instructor maintain membership in related professional organizations?</p> <p>COMMENTS:</p>	<p>Resumé or list of instructor's professional organization memberships.</p>	<p>NA 1 2 3 4 5</p>
<p>7. Is there an instructor evaluation system in place that determines instructional effectiveness?</p> <p>COMMENTS:</p>	<p>Evaluation system used by administration to determine instructional effectiveness.</p>	<p>NA 1 2 3 4 5</p>
<p>8. Does the instructor maintain a plan for professional development, and is the instructor working toward appropriate industry credentials?</p> <p>COMMENTS:</p>	<p>Individualized professional development plan that supports career majors selected.</p>	<p>NA 1 2 3 4 5</p>

QUALIFIED INSTRUCTIONAL PERSONNEL

STANDARD THREE (Continued)

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

QUALITY INDICATORS

QUESTIONS

TO WHAT EXTENT:

SUGGESTED

DOCUMENTATION

<p>9. Does the instructor foster relations with sending schools' business and information technology teachers, counselors, and other sending school personnel? Are informative materials/meetings used to enlighten all sending school business teachers concerning the career pathway/major?</p> <p>COMMENTS:</p>	<p>Procedures used to interact with sending school instructors and other personnel (meeting agendas, informational materials, e-mails, etc.).</p>	<p>NA 1 2 3 4 5</p>
<p>10. Is there evidence that the instructor is well informed about the dynamic changes occurring in the business and industry, and is instruction flexible and responsive to these changes?</p> <p>COMMENTS:</p>	<p>Procedure used to implement changes occurring in business and industry. Advisory committee minutes.</p>	<p>NA 1 2 3 4 5</p>
<p>11. Does the instructor hold leadership positions within professional and/or community organizations?</p> <p>COMMENTS:</p>	<p>Involvement in community activities. Membership in professional/civic organizations. Resumé listing involvement.</p>	<p>NA 1 2 3 4 5</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 24 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	11	10	9	8	7	6	5	4	3	2	1
Minimum Points Required to Meet Standard	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 career pathway/major, this standard is **Met** **Not Met.**

ENROLLMENT AND STUDENT/TEACHER RATIO

STANDARD FOUR

The teaching load (student/teacher ratio) will vary, 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 instructional objectives may be met in an efficient and effective manner. Unless otherwise specified, enrollment limits shall be maintained in accordance with the state operations and procedures requirements.

QUALITY INDICATORS

QUESTIONS

TO WHAT EXTENT:

SUGGESTED

DOCUMENTATION

<p>1. Are enrollment and class sizes in compliance with the State Board of Career and Technology Education guidelines?</p> <p>COMMENTS:</p>	<p>Review enrollment by classes for past three years. Check class sizes.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;">A.M.</td> <td style="text-align: center;">P.M.</td> </tr> <tr> <td>Adult</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Secondary</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> </table>		A.M.	P.M.	Adult	_____	_____	Secondary	_____	_____	Total	_____	_____	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	A.M.	P.M.												
Adult	_____	_____												
Secondary	_____	_____												
Total	_____	_____												
<p>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, age, sex/gender, or disability?</p> <p>COMMENTS:</p>	<p>Recruitment materials. Classifications of students enrolled according to race, sex/gender, age, disability, etc.</p>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met												

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 1 = Poor
 2 = Below Standard
 3 = Meets Standard
 4 = Above Standard
 5 = Outstanding

<p>3. Are students assessed and given appropriate support to assure success in the career major that best meets their choice, interest, and abilities?</p> <p>COMMENTS:</p>	<p>Enrollment policy.</p>	<p>NA 1 2 3 4 5</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)

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

QUALITY INDICATORS

QUESTIONS TO WHAT EXTENT:	SUGGESTED DOCUMENTATION	
<p>4. Are students (and parents/guardians when applicable) given a written statement about the purpose and nature of the career major and career opportunities prior to enrollment?</p> <p>COMMENTS:</p>	<p>Written statement and other information given to students prior to enrollment.</p>	NA 1 2 3 4 5
<p>5. Are efforts made to articulate students to other educational programs (including higher education institutions) according to their interests and abilities/aptitudes?</p> <p>COMMENTS:</p>	<p>Articulation plans and cooperative agreements.</p>	NA 1 2 3 4 5
<p>6. Do all students meet the necessary prerequisites prior to enrollment, and is a structured system of help and/or remediation available to support the students?</p> <p>COMMENTS:</p>	<p>Procedures for ensuring that students meet the prerequisites prior to enrollment. Evidence of remediation (IEPs, modification plans, grade sheets, academic enhancement software, data progress reports, etc.).</p>	NA 1 2 3 4 5
<p>7. Do all students complete appropriate academic courses for high-skill business and information technology occupations and/or advanced training?</p> <p>COMMENTS:</p>	<p>Career major plans of study that include academic courses taken.</p>	NA 1 2 3 4 5

ENROLLMENT AND STUDENT/TEACHER RATIO

STANDARD FOUR (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	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 career pathway/major, this standard is **Met** **Not Met.**

EQUIPMENT AND SUPPLIES

STANDARD FIVE

Proper equipment and adequate supplies must be made available. Schools offering career and technology education shall provide funds for equipment and supplies in accordance with acceptable standards and at a level to assure quality. Equipment selected should be representative of the grade and type used by business and industry and must meet or exceed all appropriate safety standards.

QUALITY INDICATORS

QUESTIONS TO WHAT EXTENT:	SUGGESTED DOCUMENTATION	
<p>1. Are the quantity and quality of equipment (and training stations) adequate to support the independent study needs of the largest class of students? Is there a one-to-one ratio of students to appropriately equipped workstations?</p> <p>COMMENTS:</p>	<p>The appropriateness and amount of equipment (and training stations) in relation to students' study needs.</p>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p>2. Is there an established budget/funds equal to or above the designated incentive/formula monies being used to purchase equipment and supplies that are representative of those used in business and industry?</p> <p>COMMENTS:</p>	<p>Availability of funds for updating and upgrading equipment.</p>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p>3. Is a current inventory of trainers, equipment, and/or tools on file and updated annually?</p> <p>COMMENTS:</p>	<p>Equipment inventory.</p>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p>4. Are there procedures and sufficient funds available for replacement and/or immediate repair of malfunctioning trainers, equipment, and/or tools?</p> <p>COMMENTS:</p>	<p>Process for repair of malfunctioning equipment. List of equipment that needs to be replaced or repaired. Long-range plan and/or budget.</p>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

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

EQUIPMENT AND SUPPLIES

STANDARD FIVE (Continued)

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

QUALITY INDICATORS

QUESTIONS

TO WHAT EXTENT:

SUGGESTED

DOCUMENTATION

<p>5. Are there written procedures for instructor and advisory committee input and assurances that equipment and instructional resources purchased meets or exceeds current industry-recognized standards?</p> <p>COMMENTS:</p>	School policy and purchasing processes. Documentation of industry visits or surveys. Recommendations made by advisory committee.	NA 1 2 3 4 5
<p>6. Is equipment available to support the latest instructional technology?</p> <p>COMMENTS:</p>	Equipment available for use. Focus of technology.	NA 1 2 3 4 5
<p>7. Is adequate equipment available to meet the training needs of all students?</p> <p>COMMENTS:</p>	Equipment available for use by students.	NA 1 2 3 4 5
<p>8. Do the technology and software provide for emerging career opportunities?</p> <p>COMMENTS:</p>	Technology being used.	NA 1 2 3 4 5

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 career pathway/major, this standard is **Met** **Not Met.**

INSTRUCTIONAL FACILITIES

STANDARD SIX

Physical facilities for career and technology education shall include adequate space and utilities in classrooms, laboratories, and shop areas which provide for safe and orderly, quality instruction to meet the instructional 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

DOCUMENTATION

<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 1. Are the size of the facility and number of training stations adequate to ensure safety and quality education in relation to the objectives? </div> <p>COMMENTS:</p>	Size of the classroom.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 2. Have the facilities been properly maintained to provide an environment conducive to learning and working? </div> <p>COMMENTS:</p>	Maintenance of the facility in terms of painting, repair work, etc.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 3. Are facilities barrier-free to accommodate students with disabilities? </div> <p>COMMENTS:</p>	Special features or modifications made to facilities to accommodate students with disabilities.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

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;"> 4. Are the facilities arranged to provide for individual, team, and project-based instruction? </div> <p>COMMENTS:</p>	Facilities.	NA 1 2 3 4 5
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All Quality Indicators marked with a screen must be met in order to meet the standard.

INSTRUCTIONAL FACILITIES

STANDARD SIX (Continued)

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

QUALITY INDICATORS

QUESTIONS

TO WHAT EXTENT:

SUGGESTED

DOCUMENTATION

<p>5. 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?</p> <p>COMMENTS:</p>	<p>Visual observation of all facility components for suitability in carrying out instructional objectives and supervision.</p>	<p>NA 1 2 3 4 5</p>
<p>6. Is the storage space functional and sufficient for instructional materials, supplies, equipment, and projects?</p> <p>COMMENTS:</p>	<p>Available storage space.</p>	<p>NA 1 2 3 4 5</p>
<p>7. Is adequate office space provided that contains a computer, printer, software, telephone, desk, file cabinets, and other necessary equipment?</p> <p>COMMENTS:</p>	<p>Office space.</p>	<p>NA 1 2 3 4 5</p>
<p>8. 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?</p> <p>COMMENTS:</p>	<p>Facility.</p>	<p>NA 1 2 3 4 5</p>

INSTRUCTIONAL FACILITIES

STANDARD SIX (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 career pathway/major, this standard is **Met** **Not Met.**

SAFETY TRAINING AND PRACTICES

STANDARD SEVEN

Due to the nature of occupational training and related employment, student safety and safety training are considered essential. Schools 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 model correct safety practices and shall ensure that safety training is incorporated into the instructional content. Student safety practices shall also be encouraged and continuously monitored by the teacher.

QUALITY INDICATORS

QUESTIONS TO WHAT EXTENT:	SUGGESTED DOCUMENTATION	
<p>1. Is safety instruction planned, presented, demonstrated, and practiced by the teacher in instructional and laboratory activities?</p> <p>COMMENTS:</p>	<p>Safety instructional units being taught. Laboratory processes.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>2. Has a safety checklist been conducted for the student environment?</p> <p>COMMENTS:</p>	<p>Safety checklist. Visual inspection of facility and equipment for appropriate safety features.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>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?</p> <p>COMMENTS:</p>	<p>Health/safety equipment and training for compliance with OSHA Standard CFR 29 1910.1030 and Universal Precautions (bloodborne pathogens).</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)

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

QUALITY INDICATORS

QUESTIONS

TO WHAT EXTENT:

SUGGESTED

DOCUMENTATION

<p>4. Are appropriate safety units provided, and are tests indicating 100 percent accuracy on file for each student?</p> <p>COMMENTS:</p>	<p>Safety instructions. Tests in student files.</p>	<p>NA 1 2 3 4 5</p>
<p>5. Are the classroom, laboratory, and storage areas arranged to emphasize safety?</p> <p>COMMENTS:</p>	<p>Visual inspection of instructional facilities and equipment for appropriate health, comfort, and safety features.</p>	<p>NA 1 2 3 4 5</p>
<p>6. Does the instructional facility provide adequate heat, light, ventilation, dust control, and noise control to provide a safe environment conducive to learning?</p> <p>COMMENTS:</p>	<p>Facilities have appropriate heating, lighting, noise levels, and ventilation.</p>	<p>NA 1 2 3 4 5</p>
<p>7. Is a variety of up-to-date safety signs, posters, etc., present in the classroom to support safe actions of students?</p> <p>COMMENTS:</p>	<p>Safety signs, posters, etc., present in the classroom. Disaster drill information. Fire extinguisher and exit signs.</p>	<p>NA 1 2 3 4 5</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 career pathway/major, this standard is **Met** **Not Met.**

ADVISORY COMMITTEE AND COMMUNITY RELATIONS

STANDARD EIGHT

An effective and continuous program of community relations is necessary to maintain a close working relationship with business, industry, and other organizations and individuals, as well as to ensure that career and technology 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 career pathway/major's needs and accomplishments. In addition, each career pathway shall have a formally organized advisory committee that is broadly representative of the school community and of the business and industrial community it serves. A list of the names and occupations of the advisory committee members and the minutes of each meeting must be kept on file.

QUALITY INDICATORS

QUESTIONS TO WHAT EXTENT:	SUGGESTED DOCUMENTATION	
<p>1. Does the career pathway's advisory committee meet as a group in scheduled meetings? Are minutes of each meeting maintained, and do they include recommendations for improvement for each career major being offered?</p> <p>COMMENTS:</p>	<p>Minutes of recent meetings. Action taken on previous committee recommendations.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>2. Does the advisory committee include representation from appropriate businesses and industries as well as the school community? (The majority of the advisory committee members should be from business and industry in relation to the pathway. Representatives of the school community might include school administrators, counselors, sending school business teachers, parents, current student, past student, an academic teacher, and a local career pathway/major instructor.)</p> <p>COMMENTS:</p>	<p>Advisory committee membership with occupational titles and business names of each member.</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.

ADVISORY COMMITTEE AND COMMUNITY RELATIONS

STANDARD EIGHT (Continued)

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

QUALITY INDICATORS

QUESTIONS
 TO WHAT EXTENT:

SUGGESTED
DOCUMENTATION

<p>3. Are the recommendations from the advisory committee acted upon and/or incorporated into the career major?</p> <p>COMMENTS:</p>	Minutes of recent meetings. Changes in curriculum and equipment as a result of committee recommendations.	NA 1 2 3 4 5
<p>4. Are results of the recommendations reported back to the committee members?</p> <p>COMMENTS:</p>	Minutes of recent meetings with action items noted as a result of advisory committee input.	NA 1 2 3 4 5
<p>5. Are informative materials/meetings used to enlighten educators, parents, students, business and industry, and the general public concerning the career major?</p> <p>COMMENTS:</p>	Newspaper releases, brochures, posters, website, etc. Minutes from meetings with sending school business teachers.	NA 1 2 3 4 5
<p>6. Do advisory committee members serve as mentors, guest speakers, field trip hosts, and/or work-site coordinators for student work experience?</p> <p>COMMENTS:</p>	Advisory committee members' involvement. List of guest speakers, field trips, activities, etc.	NA 1 2 3 4 5

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	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 career pathway/major, this standard is **Met** **Not Met.**

LEADERSHIP DEVELOPMENT

STANDARD NINE

Student leadership development activities are considered an integral part of the course of instruction. Each student shall be afforded the opportunity to become an active member of an appropriate career and technology 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 DOCUMENTATION
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 1. Is each student afforded the opportunity and encouraged to become an active member of the appropriate career and technology student organization (Business Professionals of America)? </div> <p>COMMENTS:</p>	<p>Membership development and recruitment procedures.</p> <div style="float: right;"> <input type="checkbox"/> Met <input type="checkbox"/> Not Met </div>
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 2. Are BPA activities an integral part of the instruction in the attainment and balance of the primary career major objectives? </div> <p>COMMENTS:</p>	<p>How BPA is incorporated into the instructional delivery system.</p> <div style="float: right;"> <input type="checkbox"/> Met <input type="checkbox"/> Not Met </div>
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 3. Is each BPA member provided the opportunity to attend and participate in local, state, and national leadership, career, and personal development activities? </div> <p>COMMENTS:</p>	<p>How opportunities were offered to each member.</p> <div style="float: right;"> <input type="checkbox"/> Met <input type="checkbox"/> Not Met </div>
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 4. Is the local BPA chapter in good standing with the state and national organizations? </div> <p>COMMENTS:</p>	<p>Membership rosters, dues, and BPA reports submitted on time. Attendance at fall and/or state leadership conferences. Student participation in workshops or competitive events.</p> <div style="float: right;"> <input type="checkbox"/> Met <input type="checkbox"/> Not Met </div>

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

LEADERSHIP DEVELOPMENT

STANDARD NINE (Continued)

QUALITY INDICATORS

QUESTIONS

TO WHAT EXTENT:

SUGGESTED

DOCUMENTATION

<p>5. Does the student organization and each member employ ethical practices and professional conduct while participating in organized BPA-related activities and events?</p> <p>COMMENTS:</p>	<p>Students' ethical practices and conduct while preparing for and participating in BPA-related activities and events. Code of conduct forms signed by all students.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
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 3 = Meets Standard
 4 = Above Standard
 5 = Outstanding

<p>6. Do the local BPA organization activities include access to local business leaders through field trips, guest speakers, and work-based learning opportunities?</p> <p>COMMENTS:</p>	<p>List of activities and the impact of these activities.</p>	<p>NA 1 2 3 4 5</p>
<p>7. Does the local BPA organization assist with planning, preparing, and operating regional and state student organization activities?</p> <p>COMMENTS:</p>	<p>Program of work. Organization's involvement in these activities.</p>	<p>NA 1 2 3 4 5</p>

LEADERSHIP DEVELOPMENT

STANDARD NINE (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 6 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	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 career pathway/major, this standard is **Met** **Not Met.**

COORDINATION ACTIVITIES

STANDARD TEN

Cooperative education is uniquely designed to meet students' career 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 training objective. The instructor should ensure that each student's cooperative training provides experiences that allow the student to meet the goals and objectives.

The instructor or other appropriate personnel 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 on-the-job 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. Students should be encouraged to develop teacher-assisted entrepreneurship programs if related to the instructional content.

QUALITY INDICATORS

QUESTIONS TO WHAT EXTENT:	SUGGESTED DOCUMENTATION	
<p>1. Does each student have the opportunity to participate in work-based learning?</p> <p>COMMENTS:</p>	<p>Work-based learning opportunities. List of employers. Examples of live-work projects.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>2. Is a Memorandum of Training (and other appropriate documentation) signed and on file for each student undergoing work-based experience?</p> <p>COMMENTS:</p>	<p>Completed documentation for each student participating in a work-based experience.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>3. Are work-based learning objectives based on and validated by industry standards?</p> <p>COMMENTS:</p>	<p>List of objectives used to validate industry standards.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>All Quality Indicators marked with a screen must be met in order to meet the standard.</p>		

COORDINATION ACTIVITIES

STANDARD TEN (Continued)

QUALITY INDICATORS

QUESTIONS

TO WHAT EXTENT:

SUGGESTED

DOCUMENTATION

<p>4. Is appropriate documentation maintained to indicate the instructor is actively involved with each work-based experience?</p> <p>COMMENTS:</p>	<p>Completed 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>5. Does the employer complete a written evaluation on the employed student?</p> <p>COMMENTS:</p>	<p>Completed evaluation forms.</p>	<p>NA 1 2 3 4 5</p>
<p>6. Does the administration support coordination activities by providing sufficient time and financial support?</p> <p>COMMENTS:</p>	<p>Policy on coordination activities.</p>	<p>NA 1 2 3 4 5</p>
<p>7. Are mentors properly trained/inserviced prior to assigning students to that work site?</p> <p>COMMENTS:</p>	<p>Mentor training materials. Dates of training sessions.</p>	<p>NA 1 2 3 4 5</p>

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 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 career pathway/major, 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. These records must be maintained in accordance with divisional requirements and reported as requested to the Oklahoma Department of Career and Technology Education. Each career major purporting to train students for gainful employment shall assist completers in job placement and maintain placement records.

In exploratory educational experiences where students move from one career major to another, 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.

QUALITY INDICATORS

QUESTIONS TO WHAT EXTENT:	SUGGESTED DOCUMENTATION	
<p>1. Are student enrollment, placement, follow-up, divisional, and student organization reports correctly completed, maintained, and submitted by the due dates and in accordance with state and federal requirements?</p> <p>COMMENTS:</p>	<p>Enrollment, completion, and follow-up records. Delinquent lists.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>

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 2 = Below Standard
 3 = Meets Standard
 4 = Above Standard
 5 = Outstanding

<p>2. Is enrollment periodically updated through the school year in order to record/list new students?</p> <p>COMMENTS:</p>	<p>Comparison of grade book with enrollment reports.</p>	<p>NA 1 2 3 4 5</p>
<p>3. Does the teacher assist completers in continuing their education or pursuing related employment?</p> <p>COMMENTS:</p>	<p>Procedures for assisting career major 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)

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

QUALITY INDICATORS

QUESTIONS TO WHAT EXTENT:	SUGGESTED DOCUMENTATION	
<p>4. Does the one-year follow-up indicate that completers from the previous year are employed in a job related to training or continuing education?</p> <p>COMMENTS:</p>	<p>Placement data for previous year's completers.</p>	<p>NA 1 2 3 4 5</p>
<p>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 instruction?</p> <p>COMMENTS:</p>	<p>Objectives, lesson plans, student files, portfolios, etc.</p>	<p>NA 1 2 3 4 5</p>
<p>6. Is the student retention rate maintained at an appropriate level?</p> <p>COMMENTS:</p>	<p>Number of students returning from the first year to the second year, if applicable.</p>	<p>NA 1 2 3 4 5</p>
<p>7. Is data maintained to show the effectiveness of articulation/cooperative agreements?</p> <p>COMMENTS:</p>	<p>Data from sending schools, two-year colleges, and four-year universities. College credit enrollment data.</p>	<p>NA 1 2 3 4 5</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 career pathway/major, this standard is **Met** **Not Met.**

CAREER PATHWAY/MAJOR EVALUATION PROFILE

Instructor _____

Program _____

School _____

Date _____

Chairperson _____

		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		
STANDARD 10	Coordination Activities		
STANDARD 11	Student Accounting and Reports		

**Refer to Specific Recommendations for Improvement*

