

ACADEMIC INTEGRATION

STANDARD SIX

The purpose of essential skills and education enhancement is to provide integrated academic instruction based on documented goals for students in the context of skills needed for occupational competency, computer familiarity, and other cognitive skills.

QUALITY INDICATORS

QUESTIONS TO WHAT EXTENT:	SUGGESTED DOCUMENTATION	
<p>1. Does the technology center integrate math, reading, and communication skills instruction with <i>all</i> students' occupational skills training? This includes the full spectrum of instruction from tutoring at the remedial level through more advanced math, science, and communication skills.</p> <p>COMMENTS:</p>	<p>Instructional plans specifying skills or competencies addressed for each career major/pathway. Description of instructional plan for inclusion of all students. Samples of curricula or other resources.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>NA = Not Applicable 1 = Poor 2 = Below Standard 3 = Meets Standard 4 = Above Standard 5 = Outstanding</p>		
<p>2. Does the technology center assist students in acquiring occupational licensure, attaining the GED, accessing community instructional resources, preparing for certification exams, preparing for student organization academic skills demonstrations, and remediation of identified skill gaps critical to postsecondary success?</p> <p>COMMENTS:</p>	<p>Activity log or list of students served or referred. Preparatory materials. List of credentials acquired by students. Referral resources. Record of skills gained.</p>	<p>NA 1 2 3 4 5</p>
<p>3. Are ELL (English Language Learner) students identified, and do they receive assistance in developing workplace fluency in English language communication, including speaking, reading, and writing?</p> <p>COMMENTS:</p>	<p>Campus and district demographic data. Documentation of instructional activity. Samples of work completed by students so identified. Documentation of outreach.</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.

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QUESTIONS TO WHAT EXTENT:	SUGGESTED DOCUMENTATION	
<p>4. Do integrated academics staff members have appropriate educational preparation and/or certification?</p> <p>COMMENTS:</p>	<p>Staff resumés. Copies of teaching certificates or workshop attendance. Copies of job descriptions.</p>	NA 1 2 3 4 5
<p>5. Do students receive a clear explanation of the purpose for integrating academic instruction into their occupational training?</p> <p>COMMENTS:</p>	<p>Student handbook. Copy of information disseminated to students. Description/schedule of orientation activities. Brochure.</p>	NA 1 2 3 4 5
<p>6. Do students receive academic instruction through a variety of delivery systems or methods geared to different learning styles, rates, and abilities? Are students required to complete a project that first requires some research and a written plan before completing the tasks?</p> <p>COMMENTS:</p>	<p>Examples of a variety of instructional materials, learning systems, lesson plans, classroom activities, instructional technology, and completed projects.</p>	NA 1 2 3 4 5
<p>7. Is academic instruction modified or are alternative methods of instruction used to accommodate identified needs of students with disabilities? Are occupational instructors involved in development of accommodations and assisted with modifying instruction for students with disabilities?</p> <p>COMMENTS:</p>	<p>Accommodation plans. Individual student plans. Documentation of disability. Accommodation checklist. Alternative teaching materials. Modification forms.</p>	NA 1 2 3 4 5

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<p>8. Are student participation and academic attainment or development measured and reported to appropriate parties on a regular basis or at least annually?</p> <p>COMMENTS:</p>	<p>Documentation of assessment results. Updated individual occupational plan or student service plan. Integrated learning system summary report. Copy of instructional record. Student files.</p>	NA 1 2 3 4 5
<p>9. Does the technology center assist occupational and technical instructors with developing strategies for integrating academics and other essential skills into program instruction?</p> <p>COMMENTS:</p>	<p>Description of in-service or other activities to help instructors develop such skills. Examples of materials and/or strategies provided.</p>	NA 1 2 3 4 5
<p>10. Are the occupational and technical instructors involved in determining goals and in selecting materials and instructional aids to be used for integrated academic skills development?</p> <p>COMMENTS:</p>	<p>Description of methods used for soliciting involvement of instructors.</p>	NA 1 2 3 4 5
<p>11. Are areas for integrated academic instruction of sufficient size, adequate comfort level, and appropriate physical condition to encourage learning? Is integrated academics instructional equipment in good repair? Are computer stations adequate (in both number and technology) to serve the maximum number of students scheduled at any time, and are they utilized in such a way as to maximize academic/occupational integration? Are non-computerized areas available for instruction? Are the facility, equipment, and materials fully accessible to students with disabilities?</p> <p>COMMENTS:</p>	<p>Observation of the integrated academics classroom and all areas in which instruction occurs, including occupational or technical classrooms. Inspection of equipment. Software or integrated learning systems used. Lesson plans.</p>	NA 1 2 3 4 5

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<p>12. Is adequate staff support available to allow integrated academics instruction to take place without excessive time taken for non-teaching tasks?</p> <p>COMMENTS:</p>	Description of staffing pattern and assigned responsibilities. Schedule of academic instruction.	NA 1 2 3 4 5
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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 33 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	12	11	10	9	8	7	6	5	4	3	2	1
Minimum Points Required to Meet Standard	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 and technology training institution, this standard is **Met** **Not Met.**