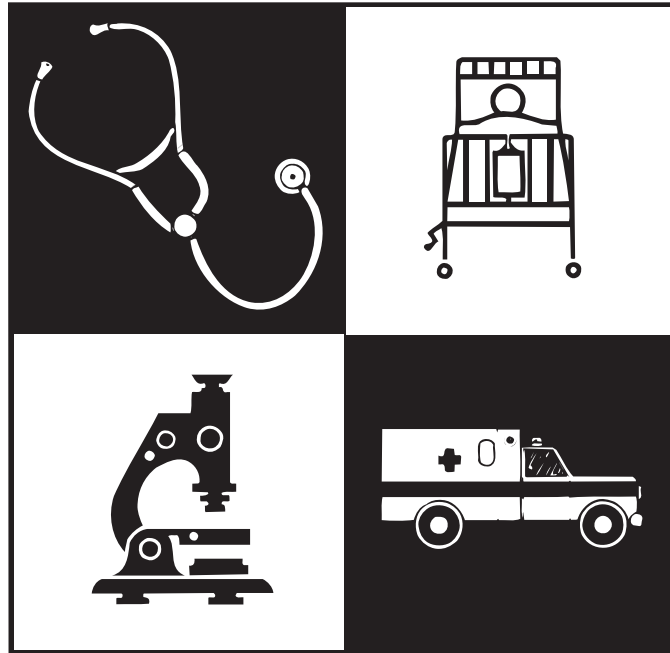


REVISED  
April 2009

# Summary Evaluation for Health Careers Education



School \_\_\_\_\_

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

Program \_\_\_\_\_

Teacher \_\_\_\_\_

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

*career***tech**

The Oklahoma Department of Career and Technology Education uses this instrument to evaluate career and technology education 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 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 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 career and technology education 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 Teachers*

For each standard, there is a suggested list of documents to review or activities to perform as the teacher rates the standard. The teacher should use these suggestions as a guide but not as a limitation in reviewing the educational experiences. Mark the standard met or not met and, under the question section, rate how well the standard is being met.

*Narrative Comments*

In the Comment section, provide comments on how the standard is met. Provide examples of situations that evidence the standard.

*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
STANDARD 10	Coordination/Clinical 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 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 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 DOCUMENTATION	
<p><b>1. Does the curriculum plan allow for both didactic and clinical (shadowing, work-site/work-based learning) experience for each student to develop the necessary skills and competencies needed for employment?</b></p> <p>COMMENTS:</p>	Annual instructional plan.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p><b>2. Is there an instructional plan that identifies an appropriate scope and sequence to the program?</b></p> <p>COMMENTS:</p>	Scope and sequence of the instructional/ curriculum plan. Calendars and/or lesson plans.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p><b>3. 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>	Program objectives. Partnership meeting minutes.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p><b>4. Does the instructional program encourage the elimination of bias and stereotyping?</b></p> <p>COMMENTS:</p>	Instruction that encourages the elimination of bias and stereotyping. Brochures and clinical contracts.	<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.

# INSTRUCTIONAL PLANNING AND ORGANIZATION

## STANDARD ONE (Continued)

### QUALITY INDICATORS

#### QUESTIONS

TO WHAT EXTENT:

#### SUGGESTED

DOCUMENTATION

<p><b>5. Is a three-year program strategic plan developed from the educational institution's strategic plan in place and revised annually, and does it provide strategies that address curriculum/technology updates, instructional materials, professional development, equipment and supplies acquisition, budget development, facility renovation, partnership utilization, and student organization?</b></p> <p>COMMENTS:</p>	<p>Program strategic plan. Inventory. Budget. Partnership meeting notes. Instructional plan. Program's systematic evaluation plan.</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>6. Is a handbook with course syllabi, including course descriptions, provided to the students at the beginning of the course? Are the objectives written in measurable terms and do they identify the current competencies needed for employment?</b></p> <p>COMMENTS:</p>	<p>Course descriptions/ syllabi and educational experience handbook. Competencies within the career cluster objectives. Objectives that reflect single behaviors. Input from advisory committee and industry partners to determine if objectives are appropriate.</p>	<p>NA 1 2 3 4 5</p>
<p><b>7. Is there a specific philosophy? Is it consistent with the philosophy and objectives of the educational institution? Is the philosophy reflected in all student materials?</b></p> <p>COMMENTS:</p>	<p>Philosophy. Institutional philosophy. Unit objectives. Self-studies.</p>	<p>NA 1 2 3 4 5</p>

# INSTRUCTIONAL PLANNING AND ORGANIZATION

STANDARD ONE (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><b>8. Is a well-defined, weighted grading system in use that includes all assessment methods (tests, homework, clinicals, other assessment tools such as lab demonstrations and professional performance), and was a copy given to each student?</b></p> <p>COMMENTS:</p>	<p>Documented grading system. Evidence of student participation. Competency-based grade book with legend. Handbook.</p>	NA 1 2 3 4 5
<p><b>9. Does the instructor have access to individual student files or career plans containing the results of assessment of students' interests, achievements, abilities, and special needs? Is the information used appropriately to direct effective student learning?</b></p> <p>COMMENTS:</p>	<p>Student assessment files or individual career plans. Means of matching student profiles with instructional plans. Adaptation of instructional strategies to meet student needs.</p>	NA 1 2 3 4 5
<p><b>10. 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?</b></p> <p>COMMENTS:</p>	<p>Modification/ accommodation sheets from IEPs. Records of technical skill attainment for students with disabilities.</p>	NA 1 2 3 4 5
<p><b>11. Does the instructor receive professional development in developing strategies for integrating academics and other essential skills into the instruction? Is the instructor assisted with appropriately modifying instruction for students with disabilities?</b></p> <p>COMMENTS:</p>	<p>Record of professional development activities. Materials provided to instructor as resources.</p>	NA 1 2 3 4 5

# INSTRUCTIONAL PLANNING AND ORGANIZATION

STANDARD ONE (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><b>12. Is there evidence of integrating and/or teaching essential skills (career awareness, academics, employability skills, etc.) through appropriate partnerships, such as with the Academic Center, job placement staff, or others?</b></p> <p>COMMENTS:</p>	<p>Lesson plans showing how essential skills are incorporated into the instruction. Articulation agreement(s). Role of academic centers. Classroom materials that incorporate these skills.</p>	<p>NA 1 2 3 4 5</p>
<p><b>13. Is there evidence of integration of Health Careers Education core curriculum (vital signs, communication, safety, etc.) throughout the health care education program?</b></p> <p>COMMENTS:</p>	<p>Lesson plans showing how HCE core curriculum is incorporated into the instruction.</p>	<p>NA 1 2 3 4 5</p>
<p><b>14. Is the curriculum enriched with related resources (multimedia, guest speakers, on-line learning, field trips, other community resources, CD-ROM)?</b></p> <p>COMMENTS:</p>	<p>Lesson plans listing resources used to supplement curriculum.</p>	<p>NA 1 2 3 4 5</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**  
**DOCUMENTATION**

<b>15. Are written student policies available? Are they provided to the student?</b>				Student handbook. Occupation-specific handbook. Information given to students prior to enrollment. Procedures for students to report and handle accidents.	NA 1 2 3 4 5
	Policy	Document	Page Number		
	Academic Progress				
	Accident Policies				
	Admissions				
	Articulation Agreements				
	Attendance				
	Career Opportunities				
	Career Major Completion				
	Clinical Progression				
	Confidentiality of Student Records				
	Counseling				
	Dismissal				
	Due Process Policies				
	Exposure to Blood and Bodily Fluids				
	Financial Aid, Fees, and Tuition Refund				
	Grading				
	Grievance/Appeal				
	Student Health (Student Illness and/or Injuries)				
	Professional Conduct				
	Promotional Materials				
	Purpose and Nature of Career Major				
COMMENTS:					
<b>16. Are policies and practices in place to ensure equitable opportunity for admission?</b>				Written policies, admission packets, and selection criteria.	NA 1 2 3 4 5
COMMENTS:					

# INSTRUCTIONAL PLANNING AND ORGANIZATION

STANDARD ONE (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><b>17. Are policies and practices in place to assure full disclosure to candidates of the existence of barriers to career major completion related to felony or sex offender status?</b></p> <p>COMMENTS:</p>	<p>Written policies, admission packets, and selection criteria.</p>	<p>NA 1 2 3 4 5</p>
<p><b>18. Does the instructor provide input to academic instructors regarding academic priorities and goals specific to the career cluster and suggest academic materials or other instructional aids related to the career major/cluster?</b></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>

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	18	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 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 offering occupational training 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. Instructors 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

<b>QUESTIONS</b> TO WHAT EXTENT:	<b>SUGGESTED</b> <b>DOCUMENTATION</b>	
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>1. Do the instructional materials support the state or nationally approved career cluster standards and/or cluster framework?</b> </div> COMMENTS:	Instructional materials and compare with state or nationally approved skills standards for inclusion in presented instructional materials.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>2. Are instructional materials modified to meet individual needs, interests, and rate of learning?</b> </div> COMMENTS:	How materials have been modified.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>3. Have appropriate funds been budgeted and utilized for the purchase of a variety of quality instructional materials?</b> </div> COMMENTS:	Instructional materials (quantity and quality).	<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

<b>4. Is there an organized materials management system in place for easy access to instructional materials?</b>  COMMENTS:	Filing system and filing index.	<b>NA 1 2 3 4 5</b>
---	---------------------------------	---------------------

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><b>5. Does the instructor use a variety of instructional strategies to ensure optimal learning experiences are provided for each student?</b></p> <p>COMMENTS:</p>	<p>Instructional strategies utilized in the classroom.</p>	<p>NA 1 2 3 4 5</p>
<p><b>6. Is appropriate instructional technology such as computer software, CD-ROM based tools, Internet tools, and reference materials used to enhance instruction?</b></p> <p>COMMENTS:</p>	<p>Inventory.</p>	<p>NA 1 2 3 4 5</p>
<p><b>7. Does the instructor utilize an instructional plan/calendar to ensure that the student meets outcomes within the required time frame?</b></p> <p>COMMENTS:</p>	<p>Instructional plan/calendar. Progression policies. Tracking tools.</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 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 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 instructors 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 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 DOCUMENTATION	
<p><b>1. Does the instructor hold certification or appropriate credentialing in his/her specific field?</b></p> <p>COMMENTS:</p>	<p>Teaching certificate and/or professional credential and/or resumé.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p><b>2. Does the instructor attend summer conferences, conventions, college courses, required professional improvement meetings, and other sources of professional development?</b></p> <p>COMMENTS:</p>	<p>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 educational experience?</b></p> <p>COMMENTS:</p>	<p>Procedures used for informing counselors and administrators about the educational experience. Brochures, ads, Web pages, and other communication and marketing materials.</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><b>4. Are support services utilized to meet the needs of students?</b></p> <p>COMMENTS:</p>	<p>Support services such as academic centers, counselors, financial aid, etc., available. Use of these services by the students.</p>	NA 1 2 3 4 5
<p><b>5. Is there an instructor evaluation system in place that determines instructional effectiveness and includes documentation by administration? Does the system also include evaluation of job performance?</b></p> <p>COMMENTS:</p>	<p>Instructor evaluation form.</p>	NA 1 2 3 4 5
<p><b>6. Is there evidence that the instructor is well informed about the dynamic changes occurring in the health careers industry?</b></p> <p>COMMENTS:</p>	<p>Evidence that changes have been made in response to the changes in the health careers industry. Externships, equipment fairs, and professional development activities.</p>	NA 1 2 3 4 5
<p><b>7. Is there a current organizational chart that clearly indicates the relationship between the student, the faculty, and the administrative staff? Are supervisory relationships clear?</b></p> <p>COMMENTS:</p>	<p>Organizational chart.</p>	NA 1 2 3 4 5
<p><b>8. Are the secretarial services/teacher assistants sufficient to support instructional needs?</b></p> <p>COMMENTS:</p>	<p>Secretarial services/teacher assistants available for program utilization.</p>	NA 1 2 3 4 5

# 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><b>9. Does the instructor participate in regularly planned faculty meetings and other total school activities?</b></p> <p>COMMENTS:</p>	<p>Instructor's involvement in total school activities.</p>	<p>NA 1 2 3 4 5</p>
<p><b>10. Does the instructor participate in educational and community activities and maintain membership in related professional organizations to increase his/her effectiveness?</b></p> <p>COMMENTS:</p>	<p>Instructor's involvement in community activities.                      Instructor's membership in professional and civic organizations.</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 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*.

# 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 occupational program in accordance with the state operations and procedures requirements.

### QUALITY INDICATORS

QUESTIONS TO WHAT EXTENT:	SUGGESTED DOCUMENTATION	
<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>Enrollment by class for current and past years. 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, age, gender, or disability?</b></p> <p>COMMENTS:</p>	<p>Recruitment materials. Classifications of students enrolled in the program according to race, gender, age, 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 the established criteria for the selection/admission of students documented and provided to prospective students?</b></p> <p>COMMENTS:</p>	<p>Selection/admission requirements for students. Selection admission records. Procedures for ensuring that students meet the prerequisites prior to enrollment.</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.**

# 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><b>4. Are efforts made to articulate students to other educational institutions according to their interests and abilities/aptitudes?</b></p> <p>COMMENTS:</p>	<p>Articulation plans and cooperative agreements for college credit and advanced-standing credit.</p>	<p>NA 1 2 3 4 5</p>
<p><b>5. Are efforts made to articulate students within the program's technology center system?</b></p> <p>COMMENTS:</p>	<p>Articulation and advanced-standing policies. Inclusion in curriculum plan of Health Careers Education core curriculum.</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 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 occupational programs shall provide funds for equipment and supplies in accordance with acceptable standards and at a level to ensure quality occupational education. Equipment selected should be representative of the grade and type used by healthcare institutions and must meet or exceed all appropriate safety standards.

### QUALITY INDICATORS

QUESTIONS TO WHAT EXTENT:	SUGGESTED DOCUMENTATION	
<p><b>1. Are the quantity and quality of tools and equipment adequate to support the independent study needs of the largest class of students?</b></p> <p>COMMENTS:</p>	<p>Equipment (and training stations) in relation to students' study needs. Inventory, consumable supplies, and accountability systems.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p><b>2. Is there an established budget/funds equal to or above the incentive/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>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 equipment on file, and is it updated annually?</b></p> <p>COMMENTS:</p>	<p>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 equipment?</b></p> <p>COMMENTS:</p>	<p>Procedure for repair of malfunctioning equipment. List of equipment that needs to be replaced or repaired. Long-range plan and/or budget.</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>		

# 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><b>5. Is equipment available to support the latest instructional technology of the program and industry safety standards?</b></p> <p>COMMENTS:</p>	<p>Equipment simulates the equipment used in industry.</p>	<p>NA 1 2 3 4 5</p>
<p><b>6. Is the equipment upgraded annually to meet the needs of related industry?</b></p> <p>COMMENTS:</p>	<p>Documentation from industry visits or surveys. Recommendations made by advisory committee. Supportive literature.</p>	<p>NA 1 2 3 4 5</p>
<p><b>7. Is technology available that supports eLearning instructional strategies?</b></p> <p>COMMENTS:</p>	<p>Dedicated computers, technology, and Internet access that ensures adequate time online for student learning. Internet-accessible computers in classroom meets a ratio of one computer for every 1-2 students; preferably one computer per student.</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 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 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. Clinical facilities shall be adequate in number and quality to provide the experiences necessary for an effective program and must meet the requirements of the respective accrediting agency.

### QUALITY INDICATORS

<b>QUESTIONS</b> TO WHAT EXTENT:	SUGGESTED DOCUMENTATION	
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>1. Are the size of the facility and number of training stations adequate to ensure safety and quality education in relation to the career major's objectives?</b> </div> COMMENTS:	Size of the classroom.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>2. Have the facilities been properly maintained to provide an environment conducive to learning and working?</b> </div> COMMENTS:	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;"> <b>3. Are facilities barrier-free to accommodate students with disabilities?</b> </div> COMMENTS:	Special features or modifications of facility to accommodate students with disabilities.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<b>All Quality Indicators marked with a screen must be met in order to meet the standard.</b>		

# 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><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></p> <p>COMMENTS:</p>	<p>Facility components are suitable for carrying out instructional objectives and supervision.</p>	<p>NA 1 2 3 4 5</p>
<p><b>5. Is the storage space functional and sufficient for instructional materials, supplies, equipment, and projects of the program? Is lockable storage utilized for hazardous materials?</b></p> <p>COMMENTS:</p>	<p>Storage space.</p>	<p>NA 1 2 3 4 5</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>Office space.</p>	<p>NA 1 2 3 4 5</p>
<p><b>7. Is adequate office space provided that allows for confidential counseling with students?</b></p> <p>COMMENTS:</p>	<p>Office space.</p>	<p>NA 1 2 3 4 5</p>
<p><b>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?</b></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 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 education 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.

Occupational 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 instructor.

### QUALITY INDICATORS

QUESTIONS TO WHAT EXTENT:	SUGGESTED DOCUMENTATION
<p><b>1. Is safety instruction planned, presented, demonstrated, and practiced by the instructor in instructional and laboratory activities?</b></p> <p>COMMENTS:</p>	<p>Safety instructional units being taught. Laboratory processes. Safety policies in handbook that instruct the student on actions to take in case of accident and/or injury.</p> <p style="text-align: right;"> <input type="checkbox"/> Met  <input type="checkbox"/> Not Met                 </p>
<p><b>2. Are student safety tests and evidence that students received instruction on hazardous materials handling and right-to-know as well as the proper procedure to follow if exposed to blood and bodily fluids retained on file to verify that appropriate training has taken place?</b></p> <p>COMMENTS:</p>	<p>Student files contain safety tests showing 100 percent accuracy. Safety tests. Documentation of training.</p> <p style="text-align: right;"> <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 hazardous waste (blood, body fluids, mercury, chemicals, etc.)?</b></p> <p>COMMENTS:</p>	<p>Health/safety equipment and training for compliance with OSHA Standard 29 CFR 1910.1030 and Universal Precautions (bloodborne pathogens). Materials safety data sheets are available and appropriately displayed.</p> <p style="text-align: right;"> <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

#### QUESTIONS

TO WHAT EXTENT:

#### SUGGESTED

DOCUMENTATION

<b>4. Is a hazardous waste disposal system in place for the program?</b> COMMENTS:	Contract for hazardous biomedical waste disposal. Plan for mercury spill disposal.	<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

<b>5. Are the classroom, laboratory, and storage areas arranged to emphasize safety?</b> COMMENTS:	Instructional facilities and equipment are appropriate for health, comfort, and safety features.	NA 1 2 3 4 5
---	--	--------------

<b>6. Does the institutional facility provide adequate heat, light, ventilation, dust control, and noise control to provide a safe environment conducive to learning?</b> COMMENTS:	Facilities have proper heating, lighting, noise level, and ventilation.	NA 1 2 3 4 5
--	---	--------------

<b>7. Are accidents resulting in injury recorded and reviewed in order to correct any problems?</b> COMMENTS:	Accident report files. Procedure used to review accidents.	NA 1 2 3 4 5
--	--	--------------

<b>8. Are curriculum and equipment for safe patient handling available and provided to instructors and students?</b> COMMENTS:	Curriculum on safe patient handling. Equipment being used.	NA 1 2 3 4 5
---	--	--------------

# 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 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.**

# ADVISORY COMMITTEE AND COMMUNITY RELATIONS

## STANDARD EIGHT

An effective and continuous effort 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 occupational education is relevant to the needs of students. The purpose of a community relations effort is to inform the public of the career major'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 major's needs and accomplishments. In addition, each career major 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><b>1. Does the advisory committee meet as a group in scheduled meetings at least annually? Is there a meeting agenda, a record of meeting minutes, and recommendations for improvement?</b></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><b>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. Representatives of the school community might include school administrators, counselors, parents, current student, past student, an academic teacher, and a local career major instructor.)</b></p> <p>COMMENTS:</p>	<p>Membership composition of the advisory committee.</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><b>3. Is there a current roster that lists the advisory committee members with their affiliations and contact information?</b></p> <p>COMMENTS:</p>	Committee roster.	NA 1 2 3 4 5
<p><b>4. Are the recommendations from the advisory committee incorporated into the curriculum, and are the results reported back to all committee members?</b></p> <p>COMMENTS:</p>	Minutes of recent meetings. Changes in curriculum and equipment that came as a result of committee recommendations.	NA 1 2 3 4 5
<p><b>5. Are informative materials/meetings used to enlighten educators, parents, students, business and industry, and the general public concerning the occupational program?</b></p> <p>COMMENTS:</p>	Newspaper releases, brochures, posters, etc.	NA 1 2 3 4 5
<p><b>6. Does the instructor develop and maintain effective relationships with the cooperating agencies and the appropriate state and national agencies?</b></p> <p>COMMENTS:</p>	Procedure used to maintain effective relationships with cooperating agencies. Activities planned to show appreciation to the community and industry.	NA 1 2 3 4 5
<p><b>7. Does the instructor document contact with advisory board members via letters, phone, email, or visits?</b></p> <p>COMMENTS:</p>	Documentation of contacts.	NA 1 2 3 4 5

# PROGRAM 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	NA 1 2 3 4 5
<p><b>8. Is the instructor involved with the local Health Science Career Cluster?</b></p> <p>COMMENTS:</p>	<p>Planning activities, meetings, etc., for career cluster implementation.</p>	<p>NA 1 2 3 4 5</p>
<p><b>9. Does the instructor develop and use recruitment and communications/marketing materials for the program with assistance from partners?</b></p> <p>COMMENTS:</p>	<p>Recruitment and communications/marketing materials.</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 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	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.**

# 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 CareerTech 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

<b>QUESTIONS</b> TO WHAT EXTENT:	<b>SUGGESTED</b> <b>DOCUMENTATION</b>	
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>1. Is each student afforded the opportunity and encouraged to become an active member of HOSA or other appropriate professional health-related organization?</b> </div> COMMENTS:	Membership development and recruitment procedures.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>2. Are HOSA or other professional organization activities an integral part of the instructional program in the attainment and balance of the primary career major's objectives?</b> </div> COMMENTS:	How HOSA or other professional organization is incorporated into the instructional delivery system.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>3. Was each student organization member provided the opportunity to attend and participate in local, state, and national leadership, career, and personal development activities?</b> </div> COMMENTS:	How opportunities were offered to each member.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>4. Is there a current HOSA or other professional organization affiliation with the state and national organizations?</b> </div> COMMENTS:	Membership rosters, dues, and HOSA or other professional organization reports are submitted on time.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<b>All Quality Indicators marked with a screen must be met in order to meet the standard.</b>		

# LEADERSHIP DEVELOPMENT

## STANDARD NINE (Continued)

### **QUALITY INDICATORS**

QUESTIONS TO WHAT EXTENT:	SUGGESTED DOCUMENTATION	
<p><b>5. Does the student organization and each member employ ethical practices and professional conduct while participating in student organization-related activities and events?</b></p> <p>COMMENTS:</p>	<p>Students' ethical practices and conduct while preparing for and participating in student organization-related activities and events.</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><b>6. Does the student organization maintain a written program of work that outlines the year's activities and reinforces workplace skills?</b></p> <p>COMMENTS:</p>	<p>Program of work.</p>	<p>NA 1 2 3 4 5</p>
<p><b>7. Do activities support the statewide emphasis of student organization participation and local community involvement?</b></p> <p>COMMENTS:</p>	<p>Program of work.</p>	<p>NA 1 2 3 4 5</p>
<p><b>8. Are meetings held regularly with student officers conducting the proceedings?</b></p> <p>COMMENTS:</p>	<p>Training provided to members regarding parliamentary procedure. Chapter meeting minutes.</p>	<p>NA 1 2 3 4 5</p>
<p><b>9. Do the members contribute to the improvement of the student organization as committee members and provide service to school and community?</b></p> <p>COMMENTS:</p>	<p>Committee activities. Evidence that all students serve on committees.</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 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	9	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.**

# COORDINATION/CLINICAL ACTIVITIES

## STANDARD TEN

Cooperative/clinical occupational education is uniquely designed to meet students' occupational objectives through supervised occupational experiences, coupled with regular classroom instruction. Each student participating in cooperative/clinical training should be placed in a clinical experience related to his/her occupational objective and training program. The instructor should ensure that each student's cooperative/clinical training provides experiences that allow the student to meet the goals and objectives of his/her training program. A "Memorandum of Training" shall be signed by the student, parent (if applicable), and teacher-coordinator and shall be maintained on file.

In order to assure quality of training and procedural compliance, the local teacher-coordinator shall visit each training station as outlined by state and national accreditation standards. Each career major should follow stated policy for clinical experiences as outlined by the Health Careers Education Division.

### **QUALITY INDICATORS**

<b>QUESTIONS TO WHAT EXTENT:</b>	<b>SUGGESTED DOCUMENTATION</b>	
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>1. Does each student have the opportunity to participate in clinical learning experiences?</b> </div> COMMENTS:	Clinical, shadowing, and work-based learning opportunities.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>2. Are appropriate documents (student confidentiality, liability release, facility contract, etc.) signed and on file for each student participating in a clinical or job shadowing experience?</b> </div> COMMENTS:	Documentation for each student participating in a clinical or job shadowing experience. Document that specifies respective responsibilities, protects student from discriminatory practices, and reflects time for review. Continuation and termination agreements.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>3. Is a Clinical Rotation Agreement or other appropriate documentation signed and on file for each facility providing a clinical experience?</b> </div> COMMENTS:	Documentation for facility participating in a clinical experience. Document that specifies respective responsibilities, protects student from discriminatory practices, and reflects time for review. Continuation and termination agreements.	<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.**

# COORDINATION/CLINICAL ACTIVITIES

## STANDARD TEN (Continued)

### QUALITY INDICATORS

QUESTIONS TO WHAT EXTENT:	SUGGESTED DOCUMENTATION	
<p><b>4. Are clinical learning objectives based on and validated by industry standards, and are they specific to the clinical site?</b></p> <p>COMMENTS:</p>	<p>Validation process. Clinical rotations. Clinical objectives.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p><b>5. Is appropriate documentation maintained to indicate the teacher-coordinator is actively involved with each clinical experience?</b></p> <p>COMMENTS:</p>	<p>Coordination activities and records. Evidence that goals and objectives are shared with clinical site. Email and phone logs showing contact with clinical sites.</p>	<p><b>NA 1 2 3 4 5</b></p>

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

<p><b>6. Are written criteria used in the selection and evaluation of clinical facilities?</b></p> <p>COMMENTS:</p>	<p>Criteria for selection of clinical facilities. Criteria for evaluating clinical facilities.</p>	<p><b>NA 1 2 3 4 5</b></p>
<p><b>7. Are the students provided with a clinical syllabus or handbook listing objectives, requirements for completing rotations, and criteria for clinical performance? Are clinical-site policies and procedures for each rotation provided to each student?</b></p> <p>COMMENTS:</p>	<p>Clinical rotation syllabus and clinical evaluation tools.</p>	<p><b>NA 1 2 3 4 5</b></p>
<p><b>8. Do the clinical objectives move from simple to complex?</b></p> <p>COMMENTS:</p>	<p>Clinical objectives.</p>	<p><b>NA 1 2 3 4 5</b></p>

# COORDINATION/CLINICAL ACTIVITIES

**STANDARD TEN (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><b>9. Does the instructor use clinical evaluation tools that match clinical objectives?</b></p> <p>COMMENTS:</p>	Clinical evaluation instrument.	NA 1 2 3 4 5
<p><b>10. Do the students' evaluations of cooperating agencies indicate a supportive environment that is conducive to learning?</b></p> <p>COMMENTS:</p>	Students' evaluation of cooperating agencies.	NA 1 2 3 4 5
<p><b>11. Do the cooperative agencies have the opportunity to evaluate the clinical experiences?</b></p> <p>COMMENTS:</p>	Cooperative agencies' evaluations.	NA 1 2 3 4 5
<p><b>12. Is training provided to clinical preceptors on evaluation and grading procedures that ensure inter-rater reliability?</b></p> <p>COMMENTS:</p>	Training procedure for using clinical evaluation tools.	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 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	12	11	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.**

# 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 or 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><b>1. Are student enrollment, placement, follow-up, divisional, and HOSA reports correctly completed, maintained, and submitted by the due dates and in accordance with state and federal requirements?</b></p> <p>COMMENTS:</p>	<p>Enrollment, completion, and follow-up records are complete and submitted on time.</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>2. Is enrollment periodically updated through the school year in order to record/list new students?</b></p> <p>COMMENTS:</p>	<p>Grade book matches enrollment records.</p>	<p>NA 1 2 3 4 5</p>
<p><b>3. Are completers assisted in continuing their education or pursuing related employment?</b></p> <p>COMMENTS:</p>	<p>Procedures for assisting 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><b>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?</b></p> <p>COMMENTS:</p>	Placement data for previous year's completers.	NA 1 2 3 4 5
<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 educational experience?</b></p> <p>COMMENTS:</p>	Objectives, lesson plans, etc.	NA 1 2 3 4 5
<p><b>6. Is the student retention rate maintained at an appropriate level?</b></p> <p>COMMENTS:</p>	Number of students returning from the first year to the second year, if applicable.	NA 1 2 3 4 5
<p><b>7. Is student follow-up used for evaluation of the educational experience?</b></p> <p>COMMENTS:</p>	Educational experience evaluation procedures.	NA 1 2 3 4 5
<p><b>8. Does each student evaluate the entire educational experience as well as each course for instructor effectiveness, facilities, course content, supportive services, equipment and supplies, clinical component, and leadership opportunities?</b></p> <p>COMMENTS:</p>	Tabulated evaluation survey, exit interviews, and other summaries of student evaluations.	NA 1 2 3 4 5

# 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><b>9. Are students meeting the minimum criteria for pass rates on certification exams?</b></p> <p>COMMENTS:</p>	<p>Pass rates on certification exams for past five years.</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 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	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 occupational program, this standard is**  **Met**  **Not Met.**



## PROGRAM 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/Clinical Activities		
STANDARD 11	Student Accounting and Reports		

*\*Refer to Specific Recommendations for Improvement*

















