

Standard – Program Management and Planning

A system of data collection and evaluation provides the information necessary for program development and continuous improvement resulting in high student achievement.

Quality Indicator 1 – *The program has a written statement of educational mission, goals, and objectives which is developed with input from parents, students, administration, community, and business/industry.*

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
The written statement includes an educational mission, goals, and objectives and was developed with input from five sources.	The written statement includes all three components and was developed with input from three sources.	The written statement includes all three components and was developed with input from one source.	The written statement does not include all three components.	No written statement exists.

Quality Indicator 2 – *There is a well-defined program plan and outline that reflects the teaching of academic, employability, occupationally-related, and leadership skills.*

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
The teaching of academic, employability, occupationally-related, and leadership skills are reflected in a written plan. The written plan should include the following components: educational mission, goals, objectives, course of study, student assessment, CTSO program of work, facilities, equipment, and program evaluation.	The written plan reflects the teaching of academic, employability, occupationally-related, and leadership skills in a majority of the components.	The written plan reflects the teaching of academic, employability, occupationally-related, and leadership skills in less than 50% of the components.	The written plan does not reflect the teaching of academic, employability, occupationally-related, and leadership skills.	No written program plan exists.

Quality Indicator 3 – *There is a written plan to annually evaluate the effectiveness of the program.*

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
<p>The annual written plan includes five of the following components:</p> <ol style="list-style-type: none"> 1. Measurable objectives 2. Established performance measures for each measurable objective 3. An acceptable level of performance for each measure 4. An established procedure and timeline for gathering, analyzing, and reporting relevant data to each measure of performance 5. An established procedure and timeline for reporting the outcomes and implementing corrective action (if necessary) for all measurable objectives. 	<p>The annual written plan includes four of the five components.</p>	<p>The annual written plan includes three of the five components.</p>	<p>The annual written plan includes two of the five components.</p>	<p>No annual written plan exists.</p>
Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
<p>The plan for improvement of the career education program is specifically included in and is a priority in the district's Comprehensive School Improvement Plan (CSIP).</p>	<p>The plan for improvement of the career education program is specifically included in the district's Comprehensive School Improvement Plan (CSIP).</p>	<p>The plan for improvement of the career education program is generally included in the district's Comprehensive School Improvement Plan (CSIP).</p>	<p>The plan for improvement of the career education program exists but is not included in the district's Comprehensive School Improvement Plan (CSIP).</p>	<p>No plan for improvement of the career education program exists.</p>
Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
<p>Numerous program improvements have occurred in the past three years as a result of the annual evaluations conducted.</p>	<p>Some program improvements have occurred in the past three years as a result of the annual evaluations conducted.</p>	<p>Limited program improvements have occurred in the past three years as a result of the annual evaluations conducted.</p>	<p>Limited program improvements have occurred in the past three years.</p>	<p>Program improvements have not occurred in the past three years.</p>

Quality Indicator 4 – An annual program budget is collaboratively developed by the teacher(s) and administrator(s) to provide adequate funding for professional development, Career and Technical Student Organization activities, equipment, maintenance, supplies, and materials.

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
A written annual program budget is collaboratively developed by the teacher(s) and administrator(s). It includes adequate funding of: professional development, Career and Technical Student Organization activities, equipment, maintenance, supplies, and materials.	The written budget reflects collaborative development by the teacher(s) and administrator(s). It includes funding for: professional development, Career and Technical Student Organization activities, equipment, maintenance, supplies, and materials.	The written budget reflects collaborative development by the teacher(s) and administrator(s). Funding for some of the budgeted categories are included.	The written budget does not reflect the collaborative development by the teacher(s) and administrator(s). However, funding for some of the budgeted categories is included.	No budget exists.

Quality Indicator 5 – A program advisory committee provides community input and support for the program.

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
A balanced program advisory committee is composed of representatives from all aspects of current and emerging local and state-level industry. Educational representatives should include appropriate academic teachers, guidance counselors, administrators, and postsecondary representatives.	The program advisory committee is composed of current local and state-level industry. Some educational representatives are included.	The program advisory committee is composed of current local industry representatives.	The program advisory committee membership does not have a balance of local industry representatives.	No program advisory committee exists.
Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
The program advisory committee meets at least twice a year, maintains minutes with recommendations, and reports annually to the local board of education.	The program advisory committee meets at least annually, maintains minutes with recommendations, and reports annually to the local board of education.	The program advisory committee meets at least annually, and maintains minutes with recommendations.	The program advisory committee meets to discuss special topics. It does not meet regularly or keep minutes.	No program advisory committee exists or is inactive.

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
The program advisory committee assists with all aspects of the program including: evaluation, promotion, planning, instruction, and assessment of student achievement.	The program advisory committee meets regularly and provides feedback relative to most program operations.	The program advisory committee meets annually and discusses general program operations.	The program advisory committee exists but does not discuss program operations.	No program advisory committee exists.

Quality Indicator 6 – *The teacher promotes the program to the community by providing information about program goals and activities.*

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
The program acquires or develops resources to continually enhance awareness and increase the partner base for program support. Special well-planned events for the community and key stakeholders are held to highlight the benefits students receive as a result of participation in the program. The media is utilized to provide information on the program goals and student benefits.	The program increases community awareness and the partner base. Program updates are disseminated to the community and key stakeholders. The media is utilized to provide information on the program goals and student benefits.	Steps are taken to identify community resources and key stakeholders. The local media is utilized to provide information on the program goals and student benefits.	Communication is primarily with school staff and administration.	Information is provided only when requested.

Quality Indicator 7 – *The teacher collaborates with students, parents, administrators, and guidance counselors to assist in making informed career choices that support the student’s personal plan of study.*

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
The teacher collaborates with all stakeholders including students, parents, administrators, and guidance counselors to assist in making informed career choices that support the student’s personal plan of study.	The teacher collaborates with three of the identified stakeholders to assist in making informed career choices that support the student’s personal plan of study.	The teacher collaborates with two of the identified stakeholders to assist students in making informed career choices that support the student’s personal plan of study.	The teacher collaborates with one of the identified stakeholders to assist students in making informed career choices that support the student’s personal plan of study.	The teacher does not collaborate with stakeholders.

Quality Indicator 8 – *A recruitment and retention plan is developed annually and implemented for prospective and current students.*

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
An annual recruitment and retention plan is developed and implemented for prospective and current students with evidence of increased enrollment and retention.	An annual recruitment and retention plan is developed and implemented for prospective and current students.	A recruitment and retention plan has been developed and partially implemented for prospective and current students.	A recruitment and retention plan is outdated or not implemented for prospective and current students.	No recruitment and retention plan for prospective and current students exists.

Standard – Curriculum

The career education program has a written curriculum for each sequential course with a balance among classroom/laboratory instruction, leadership, and personal development.

Quality Indicator 1 – The written curriculum guide includes the required components.

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
The written curriculum guide(s) contains all of the required MSIP components. The components are: Rationale, Course Description, Graduate Goals, Measurable Learner Objectives, Instructional Activities, Assessments (including performance-based assessments), Alignment to the Show-Me Standards, Board Approval.	The written curriculum guide(s) contains 80% of the required MSIP components.	The written curriculum guide(s) contains 50% of the required MSIP components.	The written curriculum guide(s) does not contain any of the required MSIP components.	There is no written curriculum guide(s).

Quality Indicator 2 – A written grading system/policy for measurement of student achievement is in place.

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
A written grading system/policy for measurement of student achievement is in place, used consistently, and evaluated and revised annually.	A written grading system/policy for measurement of student achievement is in place and is used consistently.	A written grading system/policy for measuring student achievement is in place but is not used consistently.	There is a written grading policy in place but no grading system.	There is no written grading system/policy in place for measurement of student achievement.

Quality Indicator 3 – The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
The curriculum is reviewed annually and revised to reflect changes occurring in industry, student needs, and instructional technology.	The curriculum is reviewed annually and revised to reflect changes in two of the following areas: industry, student needs, and instructional technology.	The curriculum is reviewed annually and revised to reflect changes in one of the following areas: industry, student needs, and instructional technology.	The curriculum is reviewed and revised but does not reflect changes occurring in industry, student needs, and instructional technology.	There is no annual review and revision of the curriculum.

Quality Indicator 4 – *Written articulation agreements and dual credit arrangements are developed, implemented, and updated with postsecondary institutions.*

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
Written articulation agreements and/or dual credit arrangements with postsecondary institutions are developed, implemented, and updated regularly. At least 50% of the program completers annually utilize articulated and/or dual credit.	Written articulation agreements and/or dual credit arrangements with postsecondary institutions are developed and updated. Less than 50% of the program completers annually utilize articulated and/or dual credit.	Written articulation agreements and/or dual credit arrangements with postsecondary institutions are developed and updated.	Written articulation agreements and/or dual credit arrangements with postsecondary institutions are in the process of being developed.	No written articulation agreements or dual credit arrangements with postsecondary institutions have been developed.

Quality Indicator 5 – *Embedded credit opportunities are available.*

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
Alternative methods of granting academic credit (i.e. embedded credit, waivers) are available as part of the curriculum and are being implemented.	Alternative methods of granting academic credit (i.e. embedded credit, waivers) are available and part of the curriculum but are not being implemented.	Alternative methods of granting academic credit (i.e. embedded credit, waivers) is being developed.	Alternative methods of granting academic credit (i.e. embedded credit, waivers) are being explored.	There are no alternative methods of granting academic credit (i.e. embedded credit, waivers) available.

Quality Indicator 6 – *The curriculum reflects a balance of Career and Technical Student Organization (CTSO) activities and classroom/laboratory instruction to achieve curricular goals.*

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
There is a balance of CTSO activities and classroom/ laboratory instruction to achieve curricular goals.	Several CTSO activities support classroom/ laboratory instruction to achieve curricular goals.	A few CTSO activities support classroom/ laboratory instruction to achieve curricular goals.	CTSO activities do not support classroom/ laboratory instruction to achieve curricular goals.	There are no CTSO activities incorporated into classroom/ laboratory instruction.

Standard – Instruction

Classroom instruction is congruent with the written curriculum.

Quality Indicator 1 – Daily lesson plans and teaching calendars derived from the curriculum guide are used to direct the instructional process.

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
There is a process to systematically design lesson plans and teaching calendars based on the curriculum guide.	Daily lesson plans and teaching calendars are directly related to the curriculum guide.	There is evidence that most daily lesson plans and teaching calendars are based upon the curriculum guide.	Daily lesson plans and teaching calendars are not derived from the curriculum guide.	No written daily lesson plans or teaching calendars exist.

Quality Indicator 2 – A variety of instructional methods and strategies are used to accommodate all learning styles.

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
Instructional methods and strategies are varied in all lesson plans to accommodate all learning styles.	Instructional methods and strategies are varied in most lesson plans to accommodate the learning styles of the majority of students.	Alternative methods and strategies are being added to existing lesson plans to accommodate the learning styles of the majority of students.	Instructional methods and strategies are selected to meet the needs of the instructor rather than students.	Instructional methods and strategies are not varied to accommodate learning styles.

Quality Indicator 3 – Effective classroom management techniques facilitate instruction.

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
A variety of classroom management techniques is used and regularly evaluated to facilitate instruction.	A variety of classroom management techniques is used regularly to facilitate instruction.	Classroom management techniques are incorporated in most lessons.	Classroom management techniques are not consistently used to facilitate instruction.	Classroom management techniques are not utilized.

Quality Indicator 4 – Program/course objectives, assessment methods, and performance expectations are shared with students and parents/guardians prior to instruction.

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
There is a process to systematically share information regarding objectives, assessment methods, and performance expectations with students and parents/guardians prior to instruction.	Information regarding objectives, assessment methods, and performance expectations is shared consistently with students and parents/guardians prior to instruction.	Information regarding objectives, assessment methods, and performance expectations is shared consistently with students prior to instruction.	Information regarding objectives, assessment methods, and performance expectations is shared inconsistently with students prior to instruction.	Information regarding objectives, assessment methods, and performance expectations is not shared with students and parents/guardians prior to instruction.

Quality Indicator 5 – An instructional management system exists for reporting student progress and classroom mastery of curriculum competencies.

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
The instructional management system data is used systematically to diagnose student progress and classroom mastery of curriculum competencies to revise instructional strategies.	An instructional management system is used to report mastery of student achievement and results are shared with students and parents/guardians.	An instructional management system is used to report mastery of student achievement but results are not shared with students or parents/guardians.	The instructional management system exists but is not consistently utilized.	No instructional management system exists.

Quality Indicator 6 – The teacher utilizes instructional strategies identified in the students' Individual Education Plan to facilitate student achievement.

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
The teacher consistently identifies and uses instructional strategies that align with the students' Individual Education Plan.	The teacher identifies and uses instructional strategies that align with the students' Individual Education Plan.	The teacher is beginning to identify instructional strategies that align with the students' Individual Education Plan.	The teacher uses limited instructional strategies that align with the students' Individual Education Plan.	The teacher's instructional strategies do not align with the students' Individual Education Plan.

Quality Indicator 7 – School and community resources are used to effectively achieve curricular and program goals.

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
There is a process to continually identify and evaluate school and community resources which can be used to effectively achieve curricular and program goals.	A variety of school and community resources are used to effectively achieve curricular and program goals.	Several school and/or community resources are regularly used to effectively achieve curricular and program goals.	School and/or community resources are occasionally used to effectively achieve curricular and program goals.	School and community resources are not used to achieve curricular and program goals.

Quality Indicator 8 – *Appropriate equipment and instructional materials are utilized to support the curriculum and instructional process.*

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
The annual plan for program evaluation specifies a process to systematically budget, select, maintain, and evaluate the effectiveness of equipment and instructional materials for achieving curriculum and instructional goals.	A variety of equipment and instructional materials are available and utilized to support the curriculum and instructional process.	Limited equipment and/or instructional materials are available to support the curriculum and instructional process.	Equipment and/or instructional materials are outdated and/or inappropriate and do not support the curriculum and instructional process.	Equipment and instructional materials are not available to support the curriculum and instructional process.

Quality Indicator 9 – *Students can acquire industry-recognized credentials, if applicable, which demonstrate skills to meet industry accepted standards.*

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
Students are acquiring industry-recognized credentials which demonstrate skills to meet industry accepted standards.	Opportunities to obtain industry-recognized credentialing are available to students in the program.	The instructor has identified the appropriate industry-recognized credentials and is revising the curriculum to meet the industry-accepted standards.	The instructor is investigating the opportunities for offering industry-recognized credentials.	Students do not have access to acquire industry-recognized credentials.

Quality Indicator 10 – *The instructor and the guidance staff work cooperatively to provide assistance in the transition to the workplace and/or continued education.*

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
The instructor and guidance staff annually plans a program of work to cooperatively provide assistance in the transition to the workplace and/or continued education.	The instructor and guidance staff works cooperatively to plan activities to provide assistance in the transition to the workplace and/or continued education.	The instructor and guidance staff review current strategies for providing assistance in the transition to the workplace and/or continued education and plan to work cooperatively to improve the strategies.	The instructor and guidance staff provides activities that assist in the transition to the workplace and/or continued education.	No working relationship exists between the instructor and the guidance staff to provide assistance in the transition to the workplace and/or continued education.

Quality Indicator 11 – *Work-based learning is integral to the curriculum and program objectives (See Policy Letter #4 at http://dese.mo.gov/divcareered/Marketing/Cooperative_Education/Mark_Coop_Policies.pdf and Graduation Handbook).*

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
There is a process in place to systematically infuse and evaluate work-based learning experiences for the benefit of student achievement.	A variety of work-based learning experiences are consistently used to support curriculum and program objectives.	A limited number of work-based learning experiences are regularly used to support curriculum and program objectives.	Sporadic work-based learning experiences are available to support curriculum and program objectives.	Work-based learning opportunities do not exist.

Quality Indicator 12 – *Cooperative education is guided by Department policies for credit and supervised employment for approved high school cooperative education programs (Policy Letter #4 http://dese.mo.gov/divcareered/Marketing/Cooperative_Education/Mark_Coop_Policies.pdf and Graduation Handbook).*

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
Cooperative education is available and meets 100% of the quality standards described in Department policies.	Cooperative education is available and meets at least 90% of the quality standards described in Department policies.	Cooperative education is available and meets at least 50% of the quality standards described in Department policies.	Cooperative education is available but does not adhere to the quality standards described in Department policies.	Cooperative education is not available.

Standard – Professional Development

The certificated teacher participates in ongoing, high-quality professional development activities.

Quality Indicator 1 – The teacher is appropriately certificated.

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
The teacher(s) hold(s) a Career Continuous or Professional Continuous certificate and National Board certification appropriate to their teaching assignment	The teacher(s) hold(s) a PCI or Career Initial certificate appropriate to their teaching assignment.	The teacher(s) is temporarily certificated and is working toward fulfilling requirements for full certification.	The teacher(s) is temporarily certificated but not working toward fulfilling requirements for full certification.	The teacher(s) has not applied for the appropriate certification.

Quality Indicator 2 – The teacher prepares and follows an annual professional development plan that aligns with his/her individual performance-based teacher evaluation.

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
The teacher prepares and follows an annual professional development plan that aligns with his/her individual performance-based teacher evaluation.	The teacher prepares and follows an annual professional development plan that partially aligns with his/her individual performance-based teacher evaluation.	The teacher prepares but does not fully follow an annual professional development plan.	The teacher participates in professional development activities, but they are not related to the annual professional development plan.	No professional development plan exists.

Quality Indicator 3 – The teacher participates in technical and professional activities in the content area and in instructional management.

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
The teacher actively participates and takes a leadership role in technical and professional development activities in the content area and in instructional management.	The teacher actively participates in professional development activities in the content area and in instructional management.	The teacher participates in a limited number of professional development activities in the content area and/or in instructional management.	The teacher participates in a limited number of professional development activities.	The teacher does not participate in technical and professional development activities.

Quality Indicator 4 – *The teacher maintains membership, participates, and provides leadership in professional organizations.*

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
The teacher(s) hold(s) membership in local/state/national professional organizations and provide(s) leadership to the organizations.	The teacher(s) hold(s) membership in local/state/national professional organizations and participate(s) in state-level activities.	The teacher(s) hold(s) membership in local/state professional organizations and participate(s) in state-level activities.	The teacher(s) hold(s) membership in professional organizations but does not actively participate in professional activities.	The teacher(s) hold(s) no membership in any professional organization.

Standard – Career and Technical Student Organizations (CTSOs)

The appropriate CTSO is affiliated with the state and national organization and is an intra-curricular element of the program.

Quality Indicator 1 – A program of work aligning the CTSO with curriculum goals and objectives is developed annually by students and teachers.

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
The annual program of work is planned by chapter officers, teacher(s) and committee chairs with input from chapter members; is aligned with all of the curriculum goals and objectives; and is approved and implemented by all of the chapter members.	The annual program of work is planned by chapter officers, teacher(s) and committee chairs; is aligned with the majority of the curriculum goals and objectives; and is implemented by most of the chapter members.	The annual program of work is planned by the chapter officers and teacher(s), aligned with a limited number of the curriculum goals and objectives and has limited implementation.	The annual program of work is developed by the teacher (s), is not aligned with the curriculum goals and objectives, and is not implemented.	An annual program of work has not been developed.

Quality Indicator 2 – Curriculum goals and objectives are achieved through the integration of CTSO programs and activities.

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
Examples of CTSO programs and activities are in all lesson plans, course outlines, and formative/ summative assessments.	Examples of CTSO programs and activities are in most lesson plans, course outlines, and formative/ summative assessments.	A very limited number of CTSO programs and activities are included as an integral part of the instructional program.	CTSO programs and activities are related to the program/course but take place outside of the program/courses.	CTSO programs and activities are non-existent.

Quality Indicator 3 – The CTSO program of work includes leadership skills, career competency, community service, and school service.

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
The program of work includes all of the following: 1. leadership skills 2. career competency 3. community service 4. school service	The program of work includes 3 of the following: 1. leadership skills 2. career competency 3. community service 4. school service	The program of work includes 2 of the following: 1. leadership skills 2. career competency 3. community service 4. school service	The program of work includes only one of the following: 1. leadership skills 2. career competency 3. community service 4. school service	An annual program of work has not been developed.

Quality Indicator 4 – All students participate in CTSO activities.

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
100 % of the students enrolled in the program are members and participate in a majority of local or above activities annually.	Between 70-99% of the students enrolled in the program are members and participate in most local or above activities annually.	Between 50-69% of the students enrolled in the program are members and participate in some local or above activities annually.	Less than 49% of the students enrolled in the program are members and participate in a few local or above activities annually.	No students participate in CTSO activities.

Quality Indicator 5 – The local CTSO chapter is recognized for meeting state and/or national organization standards.

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
The local CTSO chapter, advisor, and/or members are recognized for participating in national organization programs and activities.	The local CTSO chapter, advisor, and/or members are recognized for participating in state organization programs and activities.	The local CTSO chapter, advisor, and/or members participate in state/national organization programs and activities but are not recognized.	The local CTSO chapter, advisor and/or members plan to participate in state/national organization programs and activities.	The local CTSO chapter is not recognized for meeting either state or national organization standards.

Standard – Instructional Facilities and Equipment
Facilities and equipment are safe, clean, and appropriate.

Quality Indicator 1 – Classroom and lab areas meet existing federal, state, and local health and safety codes/standards, including ADA standards.

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
Classroom and lab areas meet existing federal, state, and local health and safety codes/standards, including ADA standards.	Classroom and lab areas meet most existing federal, state, and local health and safety codes/standards, including ADA standards. Non-conforming items have been identified, documented, and are being addressed with a corrective action plan.	Classroom and lab areas meet most existing federal, state, and local health and safety codes/standards, including ADA standards. Little documentation exists regarding nonconforming items. A corrective action plan has not been adopted.	Classroom and lab areas meet few existing federal, state, and local health and safety codes/standards, including ADA standards. Little documentation exists regarding nonconforming items. A corrective action plan has not been adopted.	Classroom and lab areas have not been properly evaluated within the past twelve months to determine if they meet existing federal, state, and local health and safety codes/standards, including ADA standards.

Quality Indicator 2 – Classroom and lab areas are appropriate for the program and conducive to student learning.

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
Classroom and lab areas are model facilities and have resulted in higher student achievement.	Classroom and lab areas are appropriate for the program and conducive to student learning.	Classroom and lab areas are generally for the program and somewhat conducive to student learning.	Classroom and lab areas are not appropriate for the program and are not conducive to student learning.	Classroom and lab areas are non-existent.

Quality Indicator 3 – Equipment is in good repair and proper working order.

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
Equipment is in good repair and proper working order.	All equipment is in good repair and proper working order.	Most equipment is in good repair and proper working order.	Several items of equipment are not in good repair and proper working order.	Equipment is not in good repair and proper working order

Quality Indicator 4 – Equipment is representative of that used in industry and aligns with the curriculum.

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
Equipment is representative of that used in industry and aligns with the curriculum.	Equipment is generally representative of that used in industry and generally aligns with the curriculum.	Equipment is somewhat representative of that used in industry and/or somewhat aligns with the curriculum.	Much of the equipment is not representative of that used in industry and/or it does not align with the curriculum.	Equipment is not representative of that used in industry.

Quality Indicator 5 – *An inventory of equipment is on file and updated annually.*

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
An inventory of equipment is on file and is updated annually.	An inventory of equipment is on file and is updated periodically.	A partial inventory of equipment is on file.	An outdated inventory of equipment is on file.	An inventory of equipment is not on file.

Quality Indicator 6 – *A district plan is in place for equipment replacement and/or immediate repair.*

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
A district plan is annually updated for equipment replacement and/or immediate repair.	A district plan is in place and being implemented for equipment replacement and/or immediate repair.	A district plan is in place for equipment replacement and/or immediate repair, and partially followed.	An outdated district plan is in place for equipment replacement and/or immediate repair.	A district plan is not in place for equipment replacement and/or immediate repair.

Agricultural Education Programs Only

Quality Indicator 1 – *The agricultural education teacher is provided time in the school day to supervise student experiential learning (SAE) instruction.*

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
The agricultural education teacher is scheduled 250 minutes per week for student SAE supervision in addition to the 250 minutes per week of planning time.	The agricultural education teacher is scheduled 250 minutes per week for student SAE supervision.	The agricultural education teacher conducts SAE supervision during after-school hours.	The agricultural education teacher devotes limited after-school hours to student SAE supervision.	The agricultural education teacher does not provide student SAE supervision.

Quality Indicator 2 – *The Program has in place a grading procedure that incorporates all components of the instructional program (i.e. classroom/lab, experiential learning (SAE), and leadership and personal development (FFA)).*

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
An approved grading plan is utilized that meets local guidelines and evaluates the three components of the instructional program and is shared with student, parents, and employers.	An approved grading plan is utilized that meets local guidelines and evaluates the three components of the instructional program.	An approved grading plan is utilized that meets local guidelines and evaluates classroom/ laboratory, instruction, and one other component of the instructional program.	An approved grading plan is utilized that meets local guidelines and evaluates classroom/ laboratory instruction.	An approved grading plan is not in place.

Quality Indicator 3 – *Based on career pathways/clusters, interests, and agricultural education curriculum standards, all students have experiential learning (SAE) programs which are planned, developed, and managed by the student with instruction and support by the agriculture teacher, parents/guardians, and/or employer.*

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
All students enrolled in the program have an approved experiential learning (SAE) program developed through a consultation between the student, agricultural education instructor, parents/guardians, and the employer, when applicable.	Greater than 90% of the students enrolled in the program have an approved experiential learning (SAE) program developed through a consultation between the student, agricultural education instructor, parents/guardians, and the employer, when applicable.	Greater than 80% of the students enrolled in the program have an approved experiential learning (SAE) program developed through a consultation between the student, agricultural education instructor, parents/guardians, and the employer, when applicable..	Less than 80% of the students enrolled in the program have an approved experiential learning (SAE) program developed through a consultation between the student, agricultural education instructor, parents/guardians, and the employer, when applicable.	Less than 25% of the students enrolled in the program have an approved experiential learning (SAE) program.

Quality Indicator 4 – The agricultural education teacher is employed 12 months to provide continuous instruction and supervision of student experiential learning (SAE) programs.

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
The teacher is employed 12 months and maintains a documented record of each experiential learning (SAE) supervision visit outside of class time with a minimum of 180 supervisory visits per teacher or 4 per student per year per teacher. A 12-month calendar of instruction, including regularly scheduled supervisory visits of student experiential learning (SAE), is filed monthly with the school administration.	The teacher is employed 12 months and maintains a documented record of each experiential learning (SAE) supervision visit outside of class time with greater than 150 supervisory visits per teacher or 3 per student per year per teacher. Regularly scheduled supervisory visits of student experiential learning (SAE) are filed monthly with the school administration and updated, as needed, throughout the year.	The teacher is employed 12 months and maintains a documented record of each experiential learning (SAE) supervision visit outside of class time with greater than 120 supervisory visits per teacher or 2 per student per year per teacher. Scheduled supervisory visits of student experiential learning (SAE) are filed monthly with the school administration.	The teacher is employed 12 months and maintains a documented record of each experiential learning (SAE) supervision visit per teacher outside of class time.	The teacher is employed 12 months but no records of experiential learning (SAE) supervision are available.

Quality Indicator 5 – Each agricultural education student maintains up-to-date and accurate experiential learning (SAE) records.

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
Each student enrolled in the program maintains an up-to-date and accurate experiential learning (SAE) record which is examined and approved monthly by the agricultural education instructor.	Greater than 90% of students enrolled in the program maintain an up-to-date and accurate experiential learning (SAE) record which is examined and approved monthly by the agricultural education instructor.	Greater than 80% of students enrolled in the program maintain an up-to-date and accurate experiential learning (SAE) record which is examined and approved monthly by the agricultural education instructor.	Less than 80% of students enrolled in the program maintain an up-to-date and accurate experiential learning (SAE) record which is examined and approved monthly by the agricultural education instructor.	Students enrolled in the program do not maintain an up-to-date and accurate experiential learning (SAE) record which is examined and approved monthly by the agricultural education instructor.

Quality Indicator 6 – The program serves the entire community by providing agricultural educational opportunities for adults.

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
The program provides an array of adult educational opportunities including FBMA, Young Farmers, and supplemental courses.	The program provides supplemental courses and a Young Farmers organization.	The program collaborates with other agricultural organizations to develop and conduct educational offerings.	The program has limited contact with other agricultural organizations and seldom collaborates to develop and conduct educational offerings.	No adult offerings are provided.

Quality Indicator 7 – *The program promotes agricultural literacy within the school and community.*

Exemplary <input type="checkbox"/>	Promising <input type="checkbox"/>	Improving <input type="checkbox"/>	Struggling <input type="checkbox"/>	Non-existent <input type="checkbox"/>
The program offers a middle school course, provides elementary programs, and conducts community activities that promote agricultural literacy.	The program offers a middle school course and provides elementary programs that promote agricultural literacy.	The program offers a middle school course in agricultural literacy.	The program has occasional elementary school agricultural literacy activities.	No agricultural literacy activities are conducted in the community or school.

OVERALL SUMMARY

STRENGTHS:

STRATEGIES FOR IMPROVEMENT: