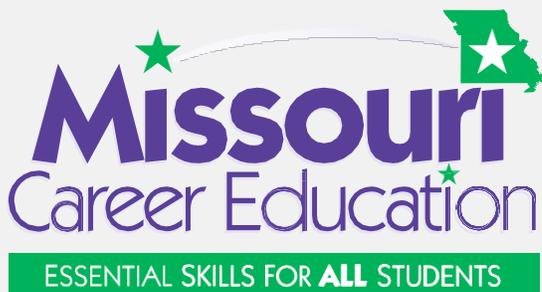


Common Criteria and Quality Indicators

for Secondary Career Education Programs



Office of College and Career Readiness

Missouri Department of Elementary and Secondary Education

The Office of College and Career Readiness has developed the Common Criteria and Quality Indicators for Career Education Programs. The six common criteria are:

Criteria 1 – Programs of Study

Criteria 2 – Curriculum

Criteria 3 – Instruction

Criteria 4 – Assessment

Criteria 5 – Career and Technical Student Organizations

Criteria 6 – Program Management and Planning

These criteria, along with the supporting quality indicators, are designed to provide guidance and direction to local school districts in establishing, maintaining, and evaluating quality career education programs.

For more information about the Common Criteria and Quality Indicators for Career Education Programs, contact the Department of Elementary and Secondary Education, Office of College and Career Readiness at (573) 751-3500.

Revised July 2017



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Criteria 1 — Programs of Study

The district has implemented programs of study for each department-approved career education program offered which sequences academics and career education content, leading students to attain a postsecondary degree, industry-recognized certificate or credential, or entry into the work-place with a skill set conducive toward career advancement.

- **Quality Indicator 1** – Vertically aligned and incorporated secondary and postsecondary education elements.
- **Quality Indicator 2** – Horizontally aligned academic and career education content in a coordinated, non-duplicative progression of courses.
- **Quality Indicator 3** – Students and parents are informed of the opportunities available to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits related to the career education program.
- **Quality Indicator 4** – Leads to an industry-recognized certificate or credential at the secondary level, if applicable, and/or leads to an industry-recognized certificate (IRC) or credential and/or dual credit at the postsecondary level.

Criteria 2 — Curriculum

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

- **Quality Indicator 1** – The written curriculum guide includes the required MSIP5 components (Instruction I-5 MSIP5 Process Standard), Career and Technical Student Organization (CTSO) leadership content, and is aligned with appropriate state and national academic and technical standards.
- **Quality Indicator 2** – The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.
- **Quality Indicator 3** – Written agreements (dual enrollment, articulation, internships, etc.) are developed, implemented, and updated regularly.

Criteria 3 — Instruction

Written curriculum drives classroom instruction.

- **Quality Indicator 1** – Daily lesson plans and teaching calendars derived from the curriculum guide are used to direct the instructional process.
- **Quality Indicator 2** – A variety of instructional methods and strategies are used to accommodate learning styles.
- **Quality Indicator 3** – Effective research-based classroom management techniques facilitate instruction.
- **Quality Indicator 4** – Program goals, measureable learner objectives, assessment methods, and performance expectations are defined and shared with students and parents/guardians prior to instruction.
- **Quality Indicator 5** – School, community, and industry resources are effectively used to achieve curricular and program goals.
- **Quality Indicator 6** – Appropriate technology, equipment and instructional materials are utilized to support the curriculum and instructional process.
- **Quality Indicator 7** – Work-based learning supports program objectives, where appropriate.
- **Quality Indicator 8** – Cooperative education is guided by DESE policies for credit and supervised employment for approved high school cooperative education programs.

Criteria 4 — Assessment

A system is in place to measure student progress through appropriate assessments.

- **Quality Indicator 1** – Effective assessment practices are used to monitor student learning and adjust instruction (Instruction I-2 MSIP5 Process Standards)
- **Quality Indicator 2** – A learning management system exists for reporting student progress and classroom mastery of curriculum competencies.
- **Quality Indicator 3** – Technical skill attainment demonstrates knowledge and skill of the student and conveys proof of mastery to potential employers.

Criteria 5 — 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** – The CTSO program of work is aligned with the CTSO’s goals and objectives and is developed annually by students and instructors.
- **Quality Indicator 2** – The CTSO program of work includes leadership skills, career competency, community service, and school service.
- **Quality Indicator 3** – Curriculum goals and objectives are achieved through the integration of CTSO programs and activities.
- **Quality Indicator 4** – All students enrolled have the opportunity to participate in CTSO activities.
- **Quality Indicator 5** – The local CTSO chapter is recognized for meeting state and/or national organization standards.

Criteria 6 — Program Management and Planning

A system of data collection and evaluation provides the information necessary for program review and management so that students are prepared for postsecondary success leading to quality employment opportunities.

- **Quality Indicator 1** – The program has a written statement of educational mission, goals, and objectives which is developed with input from the program advisory committee that will include parents, students, administration, community, and business/industry.
- **Quality Indicator 2** – There is a written plan to annually evaluate the continuous improvement of the effectiveness of the program to include, but not limited to, technical skill attachment results; student graduate and employer (if applicable) feedback; and trended data, as applicable.
- **Quality Indicator 3** – An annual program budget is collaboratively developed by the instructor(s) and administrator(s) to provide adequate funding for professional development, Career and Technical Student Organization activities, equipment, maintenance, supplies, and materials.
- **Quality Indicator 4** – The qualified instructor participates in ongoing, high-quality, program specific professional development activities.