

## **Common Criteria and Quality Indicators for Career Education Programs** **Evaluation and Program Improvement Tool**

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.

There are three sections to this document:

1. Each Criteria and Quality Indicator has a rubric that can be used as a guide for determining where a program stands with regard to each criteria and quality indicator.
2. Appendix A lists suggested documentation for each of the quality indicators.
3. Appendix B is a sample program improvement template that can be used as a tool by local educators after completing the rubric as a way of prioritizing improvement strategies.

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.

**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 workplace with a skill set conducive toward career advancement.

**Quality Indicator 1 – Vertically aligned and incorporated secondary and postsecondary education elements.**

Level 4	Level 3	Level 2	Level 1
<b>Exemplary</b> <input type="checkbox"/>	<b>Operational Level of Development and Implementation</b> <input type="checkbox"/>	<b>Limited Development or Partial Implementation</b> <input type="checkbox"/>	<b>Little or No Development and Implementation</b> <input type="checkbox"/>
<p>Career courses are articulated to build depth of knowledge and skills without redundancy and they integrate opportunities for students to gain firsthand experience in the career field.</p> <p>The pathway must include a formal apprenticeship program, certificate program, a two-year degree program or a four-year degree program and is consistent with the student’s career goals.</p> <p>The program of study is fully aligned with current technical content standards and students complete at least three sequenced CTE courses.</p> <p>The program of study creates a career pathway to prepare students for the transition to postsecondary education.</p>	<p>At least 75 percent of the program of study is aligned with current secondary and postsecondary technical content standards.</p> <p>The program of study requires CTE students to take advanced CTE courses that supplement their career focus.</p> <p>The program of study addresses soft skills that employers desire of employees.</p>	<p>At least 40 percent of the program of study is aligned with current secondary and postsecondary technical content standards.</p> <p>The program of study includes a sequence of no more than three courses.</p> <p>There is no evidence the program of study addresses the soft skills that employers desire of employees.</p>	<p>The program of study is not aligned with current secondary and postsecondary technical content standards.</p> <p>The program of study does not include a sequence of at least three courses to meet the CTE completer definition.</p>

**Quality Indicator 2 – Horizontally aligned academic and career education content in a coordinated, non-duplicative progression of courses.**

Level 4	Level 3	Level 2	Level 1
<b>Exemplary</b> <input type="checkbox"/>	<b>Operational Level of Development and Implementation</b> <input type="checkbox"/>	<b>Limited Development or Partial Implementation</b> <input type="checkbox"/>	<b>Little or No Development and Implementation</b> <input type="checkbox"/>
<p>The program of study is fully aligned with Missouri’s academic standards for literacy, mathematics and science.</p>	<p>At least 75 percent of the program of study is aligned with Missouri’s academic standards for literacy, mathematics and science.</p>	<p>At least 40 percent of the program of study is aligned Missouri’s academic standards for literacy, mathematics and science.</p>	<p>The program is not aligned with Missouri’s academic standards for literacy, mathematics and science.</p>

**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.**

Level 4	Level 3	Level 2	Level 1
<b>Exemplary</b>	<b>Operational Level of Development and Implementation</b>	<b>Limited Development or Partial Implementation</b>	<b>Little or No Development and Implementation</b>

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The CTE program is supported by articulation agreements with multiple postsecondary institutions (instate and outstate).</p> <p>Articulation/dual enrollment agreements are reviewed annually.</p> <p>Students are participating in articulation/dual enrollment in their personal plan of study</p>	<p>The CTE program is supported by articulation agreements with postsecondary institutions within a region of the state.</p> <p>Articulation/dual enrollment agreements are reviewed every two to three years.</p> <p>Students and parents are made aware of articulation/dual enrollment opportunities.</p>	<p>The CTE program is supported by an articulation agreement with a technical or community college.</p> <p>No evidence is found that articulation/dual enrollment agreements are reviewed at least every three to four years.</p> <p>Parents and students are not made aware of articulation/dual enrollment opportunities.</p>	<p>No articulation agreement exists for the CTE program.</p> <p>No dual enrollment policy is in effect for the CTE program.</p>

**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.

Level 4	Level 3	Level 2	Level 1
Exemplary	Operational Level of Development and Implementation	Limited Development or Partial Implementation	Little or No Development and Implementation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>District provides funding for industry-recognized certification exam fees and all students are required to take the exam.</p> <p>Pass rates on industry-recognized certification exams exceed 90%.</p>	<p>Students are required to take an industry-recognized certification exam.</p> <p>51% to 75% of students in program take a certification exam.</p> <p>Pass rates on certification exams are 76-90%.</p>	<p>The program offers one industry credential and encourages students to take the certification exam.</p> <p>26 to 50% of students in program take a certification exam.</p> <p>Pass rates on certification exams are 60-75%.</p>	<p>Less than 25% of students in the program take a certification exam.</p> <p>Pass rates on certification exams are below 60%.</p> <p><b>OR</b></p> <p>The industry does not have a secondary certificate or credential available.</p>

**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.*

Level 4	Level 3	Level 2	Level 1
<b>Exemplary</b>  <input type="checkbox"/>	<b>Operational Level of Development and Implementation</b>  <input type="checkbox"/>	<b>Limited Development or Partial Implementation</b>  <input type="checkbox"/>	<b>Little or No Development and Implementation</b>  <input type="checkbox"/>
<p>The district has a rigorous, written career education curriculum for each program and/or course that includes the required components and is aligned to the most recent version of Missouri’s learning standards and applicable industry standards.</p> <p>Essential content and skills that all students should know and be able to do, including CTSO leadership content, has been identified.</p> <p>Adequate instructional time is available to implement the written curriculum.</p> <p>The written, taught, and assessed curriculum is the same.</p>	<p>The district has a rigorous, written career education curriculum for each program and/or course that includes the required components and is aligned to the most recent version of Missouri’s learning standards and applicable industry standards.</p> <p>Essential content and skills that all students should know and be able to do, including CTSO leadership content, has been identified.</p> <p>Adequate instructional time is available to implement the written curriculum.</p>	<p>The district has a written curriculum for each career education program and/or course that includes most of the required components and is aligned to the most recent version of Missouri’s learning standards and applicable industry standards.</p> <p>Essential content has been identified.</p>	<p>The district does not have a written career education curriculum containing the required components and that is aligned to the most recent version of Missouri’s learning standards and applicable industry standards.</p>

**Quality Indicator 2** – *The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.*

Level 4	Level 3	Level 2	Level 1
<b>Exemplary</b>  <input type="checkbox"/>	<b>Operational Level of Development and Implementation</b>  <input type="checkbox"/>	<b>Limited Development or Partial Implementation</b>  <input type="checkbox"/>	<b>Little or No Development and Implementation</b>  <input type="checkbox"/>
<p>Written procedures are in place and administrators ensure that the written curriculum is implemented and is a part of the district’s program evaluation plan.</p> <p>The curriculum is reviewed annually and revised to reflect changes occurring in industry, student needs, and instructional technology.</p> <p>The district’s written curriculum development and revision processes include 7-14 vertical teams of</p>	<p>Written procedures are in place and administrators ensure that the written curriculum is implemented and is a part of the district’s program evaluation plan.</p> <p>The curriculum is reviewed annually and revised to reflect changes occurring in industry, student needs, and instructional technology.</p>	<p>Written procedures are in place and administrators ensure that some written curriculum is implemented and is a part of the district’s program evaluation plan.</p> <p>The curriculum is reviewed annually but there is no consistency or assurance that revisions reflect changes in industry, student needs, and instructional technology.</p>	<p>Written procedures may be in place, but procedures to ensure that the written curriculum is implemented and is a part of the district’s program evaluation plan are not in place.</p> <p>The curriculum is not annually reviewed and revised to reflect changes occurring in industry, student needs, and instructional technology</p>

instructional staff and administrators (including teachers of all student populations) who meet regularly to ensure articulation and vertical alignment.			
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**Quality Indicator 3** – *Written agreements (dual enrollment, articulation, internships, etc.) are developed, implemented, and updated regularly.*

Level 4	Level 3	Level 2	Level 1
<b>Exemplary</b> <input type="checkbox"/>	<b>Operational Level of Development and Implementation</b> <input type="checkbox"/>	<b>Limited Development or Partial Implementation</b> <input type="checkbox"/>	<b>Little or No Development and Implementation</b> <input type="checkbox"/>
Written agreements for each program of study are developed, implemented, and updated regularly.  At least 50% of the program completers annually utilize dual enrollment, articulation, internships, etc.	Written agreements for each program of study are developed, implemented, and updated regularly.  Twenty-five percent to 50% of the program completers annually utilize dual enrollment, articulation, internships, etc.	Written agreements for each program of study are developed, implemented, and updated regularly.  Less than 25% of the program completers annually utilize dual enrollment, articulation, internships, etc.	No written agreements have been developed.

**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.**

Level 4	Level 3	Level 2	Level 1
<b>Exemplary</b> <input type="checkbox"/>	<b>Operational Level of Development and Implementation</b> <input type="checkbox"/>	<b>Limited Development or Partial Implementation</b> <input type="checkbox"/>	<b>Little or No Development and Implementation</b> <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.

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

Level 4	Level 3	Level 2	Level 1
<b>Exemplary</b> <input type="checkbox"/>	<b>Operational Level of Development and Implementation</b> <input type="checkbox"/>	<b>Limited Development or Partial Implementation</b> <input type="checkbox"/>	<b>Little or No Development and Implementation</b> <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 some students.	Instructional methods and strategies are selected to meet the needs of the instructor rather than students and are not varied to accommodate learning styles

**Quality Indicator 3 – Effective research-based classroom management techniques facilitate instruction.**

Level 4	Level 3	Level 2	Level 1
<b>Exemplary</b> <input type="checkbox"/>	<b>Operational Level of Development and Implementation</b> <input type="checkbox"/>	<b>Limited Development or Partial Implementation</b> <input type="checkbox"/>	<b>Little or No Development and Implementation</b> <input type="checkbox"/>
A variety of classroom management techniques are used and regularly evaluated to facilitate instruction.	A variety of classroom management techniques are used to facilitate instruction.	Classroom management techniques are incorporated in most lessons.	Classroom management techniques are not consistently used to facilitate instruction.

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

Level 4	Level 3	Level 2	Level 1
<b>Exemplary</b> <input type="checkbox"/>	<b>Operational Level of Development and Implementation</b> <input type="checkbox"/>	<b>Limited Development or Partial Implementation</b> <input type="checkbox"/>	<b>Little or No Development and Implementation</b> <input type="checkbox"/>
<p>There is a process to systematically share information regarding objectives, assessment methods, and performance expectations with students and parents/guardians prior to instruction.</p> <p>Parents are highly involved in the program. Parents communicate frequently with the school, actively support learning at home, volunteer and collaborate with community groups in support of the program.</p>	<p>Information regarding objectives, assessment methods, and performance expectations are shared consistently with students and parents/guardians prior to instruction.</p> <p>Parents meet with the student, teacher and guidance counselor prior to annual student enrollment in the program to understand the program’s expectations.</p>	<p>Information regarding objectives, assessment methods, and performance expectations is shared consistently with students prior to instruction.</p> <p>Parents are involved in a limited way through student/parent/teacher meetings and by attending an open house.</p>	<p>Information regarding objectives, assessment methods, and performance expectations is not shared or shared inconsistently with students and parents/guardians prior to instruction.</p> <p>Parents have little or no involvement in the program and were not involved in their student choosing the program.</p>

**Quality Indicator 5** – School, community, and industry resources are used to effectively achieve curricular and program goals.

Level 4	Level 3	Level 2	Level 1
<b>Exemplary</b> <input type="checkbox"/>	<b>Operational Level of Development and Implementation</b> <input type="checkbox"/>	<b>Limited Development or Partial Implementation</b> <input type="checkbox"/>	<b>Little or No Development and Implementation</b> <input type="checkbox"/>
<p>There is a process to continually identify and evaluate school and community resources which can be used to effectively achieve curricular and program goals.</p> <p>The program is aggressively marketed in the school to all students and parents and in the community to stakeholders.</p> <p>The marketing effort reflects the value of the program and the alignment of the program to workplace standards and labor market needs.</p> <p>Teachers, counselors and parents/guardians are knowledgeable about the program, its course requirements, the level of academic and technical knowledge needed and career options. They encourage students to consider the program</p>	<p>A variety of school and community resources are used to effectively achieve curricular and program goals.</p> <p>The value of the program is reflected in active efforts that reach students, parents and the community.</p> <p>Students and parents participate in career nights or related informational events to showcase programs to build awareness of and create interest in them.</p> <p>Program information is distributed to students as early as the eighth grade.</p> <p>Teachers, counselors and parents/guardians are knowledgeable</p>	<p>Several school and/or community resources are regularly used to effectively achieve curricular and program goals.</p> <p>Passive, limited activities reflect the value of the program.</p> <p>Program is described in the school’s printed literature and on its Web site. Teachers, counselors and parents/guardians have limited knowledge of the program and opportunities for students completing the program.</p>	<p>School and/or community resources are occasionally used to effectively achieve curricular and program goals with little evidence of program marketing.</p>

The teacher issues press releases about the program, spotlights students' activities and awards and encourages local media to cover program events.	about the program, its course requirements, the level of academic and technical knowledge needed and career options.		
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**Quality Indicator 6 – Appropriate technology, equipment and instructional materials are utilized to support the curriculum and instructional process.**

Level 4	Level 3	Level 2	Level 1
<b>Exemplary</b> <input type="checkbox"/>	<b>Operational Level of Development and Implementation</b> <input type="checkbox"/>	<b>Limited Development or Partial Implementation</b> <input type="checkbox"/>	<b>Little or No Development and Implementation</b> <input type="checkbox"/>
<p>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.</p> <p>Instructional program uses information technology and career-related software in every class when appropriate. Career-related software and hardware are state of the art technology based on industry standards.</p> <p>All students are required to use technology to master career skills. Students' informational and technological skills are assessed both in terms of their ability to use the software and their ability to make judgments about information, organize the information, synthesize it and paraphrase it in the context of the occupation field.</p>	<p>A variety of equipment and instructional materials are available and utilized to support the curriculum and instructional process.</p> <p>Instructional program uses information technology and career-related software, but not in every class, even when it is appropriate.</p> <p>Career-related software and hardware are adequate, but not state-of-the-art based on industry standards.</p> <p>Not all students are required to use technology to master career skills.</p> <p>Observational data show evidence of students using spreadsheets, presentation software as well as career related software.</p>	<p>Limited equipment and/or instructional materials are available to support the curriculum and instructional process.</p> <p>Information technology and career related software are used in a limited way.</p> <p>Career-related software and hardware are outdated.</p> <p>Evidence exists of instructors using technology for instruction, but there is little or no evidence of students using it.</p>	<p>Equipment and/or instructional materials are outdated and/or inappropriate and do not support the curriculum and instructional process.</p>

**Quality Indicator 7 - Work-based learning supports program objectives, where appropriate.**

Level 4	Level 3	Level 2	Level 1
<b>Exemplary</b> <input type="checkbox"/>	<b>Operational Level of Development and Implementation</b> <input type="checkbox"/>	<b>Limited Development or Partial Implementation</b> <input type="checkbox"/>	<b>Little or No Development and Implementation</b> <input type="checkbox"/>

<p>Work-based learning opportunities include all in Level 3 plus mentorships and apprenticeships.</p> <p>There is a formal training plan and the work-based learning opportunities are linked directly to school studies.</p> <p>There is ongoing formal communication between the school and the business providing the work-based learning to ensure quality experiences for students and employers.</p> <p>Students are expected to complete school assignments related to the work-site activities, including maintaining daily logs of work-site activities, preparing weekly summaries, developing a portfolio, etc.</p>	<p>Work-based learning opportunities include all in Level 2 plus internships and cooperative work experiences.</p> <p>There is a formal training plan for internships.</p> <p>The school's work-based learning coordinator actively solicits local businesses to provide work-based learning opportunities for CTE students to gain firsthand experience in the broad career area.</p> <p>No formal follow-up on work-based experience is done with employers or students.</p> <p>Students may or may not have to evaluate or report on the experience.</p>	<p>Work-based learning opportunities are limited to field trips and job shadowing. There is at least one planned field trip, as well as formal job-shadowing opportunities that rotate students through a variety of work settings.</p> <p>The CTE program does not actively solicit local businesses in the career area to provide work-based learning opportunities for CTE students to gain firsthand experience in the broad career area.</p> <p>Students may or may not have to evaluate or report on the experience.</p> <p>There is no evidence of a link between classroom assignments and work-based learning experiences.</p>	<p>No work-based learning opportunities are established.</p>
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**Quality Indicator 8** – Cooperative education is guided by DESE policies for credit and supervised employment for approved high school cooperative education programs.

Level 4	Level 3	Level 2	Level 1
<p><b>Exemplary</b></p> <p><input type="checkbox"/></p>	<p><b>Operational Level of Development and Implementation</b></p> <p><input type="checkbox"/></p>	<p><b>Limited Development or Partial Implementation</b></p> <p><input type="checkbox"/></p>	<p><b>Little or No Development and Implementation</b></p> <p><input type="checkbox"/></p>
<p>Cooperative education is available and meets 100% of the standards described in DESE policies.</p>	<p>Cooperative education is available and meets at least 85% of the standards described in DESE policies.</p>	<p>Cooperative education is available and meets at least 70% of the standards described in DESE policies.</p>	<p>Cooperative education is either not available or does not adhere to the standards described in DESE policies.</p>

**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 MSIPV Process Standards)**

Level 4	Level 3	Level 2	Level 1
<b>Exemplary</b> <input type="checkbox"/>	<b>Operational Level of Development and Implementation</b> <input type="checkbox"/>	<b>Limited Development or Partial Implementation</b> <input type="checkbox"/>	<b>Little or No Development and Implementation</b> <input type="checkbox"/>
Effective assessment practices are used and developed regularly to diagnose student progress and revise instructional strategies shared with students and parents/guardians.	Effective assessment practices are used to report mastery of student achievement and results are shared with students and parents/guardians.	Effective assessment practices are used to report mastery of student achievement but results are not shared with students or parents/guardians.	Effective assessment practices exist but are not consistently utilized.

**Quality Indicator 2 – An instructional management system exists for reporting student progress and classroom mastery of curriculum competencies.**

Level 4	Level 3	Level 2	Level 1
<b>Exemplary</b> <input type="checkbox"/>	<b>Operational Level of Development and Implementation</b> <input type="checkbox"/>	<b>Limited Development or Partial Implementation</b> <input type="checkbox"/>	<b>Little or No Development and Implementation</b> <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.

**Quality Indicator 3 – Student technical skill attainment demonstrates knowledge and skill of student(s), improves transition from secondary to postsecondary programs of study and conveys proof of mastery to potential employers.**

Level 4	Level 3	Level 2	Level 1
<b>Exemplary</b> <input type="checkbox"/>	<b>Operational Level of Development and Implementation</b> <input type="checkbox"/>	<b>Limited Development or Partial Implementation</b> <input type="checkbox"/>	<b>Little or No Development and Implementation</b> <input type="checkbox"/>
100% of student technical skill attainment scores are reported and reflect the quality standards described in DESE policies.	100% of student technical skill assessment/industry certification exam scores are reported and reflect the quality	50% of student technical skill assessment/industry certification exam scores are reported and reflect the quality	Student technical skill attainment scores are not reported or are reported at 65% but does not adhere to the quality standards described

<p>District and/or high school provides funding for technical skill assessment/certification exam fees and all students are required to take the exam.</p> <p>Passing this technical skill assessment leads to state licensure or certification.</p> <p>Pass rates on technical skill assessments/certification exams exceed 90%</p>	<p>standards described in DESE policies.</p> <p>Students are required to take a technical skill assessment/industry certification exam.</p> <p>Pass rates on technical skill assessments/certification exams are 70-89%.</p>	<p>standards described in DESE policies</p> <p>Pass rates on technical skill assessments/certification exams are 63-75%.</p>	<p>in DESE policies</p> <p>The program does not pursue available industry credentialing.</p> <p>Pass rates on technical skill assessments/certification exams are below 63%.</p>
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**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. (All indicators must be met for each career education program area offered by the district. If any one indicator is not met, the criteria is not met. For districts with multiple secondary sites, there must be a CTSO at each location for each approved career education program at that site.)

**Quality Indicator 1 – A program of work that is aligned with the CTSO’s goals and objectives and is developed annually by students and teachers.**

Level 4	Level 3	Level 2	Level 1
<b>Exemplary</b>  <input type="checkbox"/>	<b>Operational Level of Development and Implementation</b>  <input type="checkbox"/>	<b>Limited Development or Partial Implementation</b>  <input type="checkbox"/>	<b>Little or No Development and Implementation</b>  <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 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 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 goals and objectives and has limited implementation.	The annual program of work has not been developed or is developed by the teacher (s), but is not aligned with the goals and objectives, and is not implemented.

**Quality Indicator 2 – The CTSO program of work includes leadership skills, career competency, community service, and school service.**

Level 4	Level 3	Level 2	Level 1
<b>Exemplary</b>  <input type="checkbox"/>	<b>Operational Level of Development and Implementation</b>  <input type="checkbox"/>	<b>Limited Development or Partial Implementation</b>  <input type="checkbox"/>	<b>Little or No Development and Implementation</b>  <input type="checkbox"/>
The program of work includes <u>all</u> of the following: 1. leadership skills 2. career competency 3. community service 4. school service	The program of work includes <u>three</u> of the following: 1. leadership skills 2. career competency 3. community service 4. school service	The program of work includes <u>two</u> of the following: 1. leadership skills 2. career competency 3. community service 4. school service	An annual program of work has not been developed or includes only one of the following: 1. leadership skills 2. career competency 3. community service 4. school service

**Quality Indicator 3 – Curriculum goals and objectives are achieved through the integration of CTSO programs and activities.**

Level 4	Level 3	Level 2	Level 1
<b>Exemplary</b>  <input type="checkbox"/>	<b>Operational Level of Development and Implementation</b>  <input type="checkbox"/>	<b>Limited Development or Partial Implementation</b>  <input type="checkbox"/>	<b>Little or No Development and Implementation</b>  <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 non-existent or are related to the program/course but take place outside of the program/courses.

**Quality Indicator 4 – All students enrolled participate in CTSO activities.**

Level 4	Level 3	Level 2	Level 1
<b>Exemplary</b>	<b>Operational Level of Development</b>	<b>Limited Development or Partial</b>	<b>Little or No Development and</b>

<input type="checkbox"/>	<b>and Implementation</b> <input type="checkbox"/>	<b>Implementation</b> <input type="checkbox"/>	<b>Implementation</b> <input type="checkbox"/>
100 % of the students enrolled in the program are members and participate in local or above activities annually.	Between 70-99% of the students enrolled in the program are members and participate in local or above activities annually.	Between 50-69% of the students enrolled in the program are members and participate in local or above activities annually.	No students participate in CTSO activities, or less than 49% of the students enrolled in the program are members and participate in local or above activities annually.

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

Level 4	Level 3	Level 2	Level 1
<b>Exemplary</b> <input type="checkbox"/>	<b>Operational Level of Development and Implementation</b> <input type="checkbox"/>	<b>Limited Development or Partial Implementation</b> <input type="checkbox"/>	<b>Little or No Development and Implementation</b> <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 is not recognized for meeting either state or national organization standards, but the advisor and/or members plan to participate in state/national organization programs and activities.

**Criteria 6 – Program Management and Planning**

A system of data collection and evaluation provides the information necessary for program review and development 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.*

Level 4	Level 3	Level 2	Level 1
<b>Exemplary</b>  <input type="checkbox"/>	<b>Operational Level of Development and Implementation</b>  <input type="checkbox"/>	<b>Limited Development or Partial Implementation</b>  <input type="checkbox"/>	<b>Little or No Development and Implementation</b>  <input type="checkbox"/>
The written statement includes an educational mission, goals, and objectives and was developed with input from five sources (parents, students, administration, community, and business/industry).	The written statement includes all three components and was developed with input from three of the five sources (parents, students, administration, community, and business/industry).	The written statement includes all three components and was developed with input from at least one of the five sources (parents, students, administration, community, and business/industry).	The written statement does not include all three components or is non-existent.

**Quality Indicator 2** – *There is a written plan to annually evaluate the continuous improvement of the effectiveness of the program.*

Level 4	Level 3	Level 2	Level 1
<b>Exemplary</b>  <input type="checkbox"/>	<b>Operational Level of Development and Implementation</b>  <input type="checkbox"/>	<b>Limited Development or Partial Implementation</b>  <input type="checkbox"/>	<b>Little or No Development and Implementation</b>  <input type="checkbox"/>
The plan for improvement of the career education program is specifically included in and is a priority in the district’s school improvement plan  The annual written plan includes five of the following components: <ul style="list-style-type: none"> <li>• Measurable objectives</li> <li>• Established performance measures for each measurable objective</li> <li>• An acceptable level of performance determined for each measure</li> <li>• An established procedure for gathering, analyzing, and reporting data relevant to each measure of performance</li> <li>• An established procedure and timeline for reporting the outcomes and implementing corrective for all measurable objectives.</li> </ul>	The plan for improvement of the career education program is specifically included in the district’s school improvement plan  The annual written plan includes four of the five components from Level 4.	The plan for improvement of the career education program is generally included in the district’s school improvement plan  The annual written plan includes three of the five components from Level 4.	The plan for improvement of the career education program exists but is not included in the district’s school improvement plan

**Quality Indicator 3** – *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.*

Level 4	Level 3	Level 2	Level 1
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<b>Exemplary</b> <input type="checkbox"/>	<b>Operational Level of Development and Implementation</b> <input type="checkbox"/>	<b>Limited Development or Partial Implementation</b> <input type="checkbox"/>	<b>Little or No Development and Implementation</b> <input type="checkbox"/>
A written annual program budget is collaboratively developed by the teacher(s) and administrator(s). It includes adequate 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). It includes funding for: professional development, Career and Technical Student Organization activities, equipment, maintenance, supplies, and materials.	The written budget reflects some collaborative development by the teacher(s) and administrator(s). Funding for some of the budgeted categories is included.	No budget exists

**Quality Indicator 4 – The certificated teacher participates in ongoing, high-quality, program specific professional development activities.**

<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
<b>Exemplary</b> <input type="checkbox"/>	<b>Operational Level of Development and Implementation</b> <input type="checkbox"/>	<b>Limited Development or Partial Implementation</b> <input type="checkbox"/>	<b>Little or No Development and Implementation</b> <input type="checkbox"/>
The teacher actively participates and takes a leadership role in ongoing, high-quality, program specific professional development activities.	The teacher actively participates in ongoing, high-quality, program specific professional development activities.	The teacher participates in a limited number of ongoing, high-quality, program specific professional development activities.	The teacher participates in little or no professional development activities.

## APPENDIX A

### Suggested Documentation/Evidence for each Criteria and Quality Indicator

The purpose of the suggested documentation/evidence is to provide a guide as to the types of information that one might assemble to document the level at which a program is meeting each quality indicator.

#### **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 workplace with a skill set conducive toward career advancement.

**Quality Indicator 1** – Vertically aligned and incorporated secondary and postsecondary education elements.

*Suggested Documentation/Evidence:*

- *Examples of individual student's individual personal plan of study by career pathway.*
- *Sample postsecondary agreements/articulation/dual enrollment, etc.*
- *See Documentation for CTE Standard 2 Curriculum*

**Quality Indicator 2** – Horizontally aligned academic and career education content in a coordinated, non-duplicative progression of courses.

*Suggested Documentation/Evidence:*

- *See Documentation for CTE Standard 2 Curriculum*

**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.

*Suggested Documentation/Evidence:*

- *See Parent/Student communications regarding articulation/dual enrollment agreements*
- *See documentation for CTE Standard 2 Curriculum.*

**Quality Indicator 4** – Lead to an industry-recognized certificate or credential at the secondary level, if applicable, and/or lead to an industry-recognized certificate (IRC) or credential and/or dual credit at the postsecondary level.

*Suggested documentation/evidence:*

- *IRC data (student enrollment, program completers, students tested, and number receiving certification or credential)*

## **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.*

*Suggested Documentation/Evidence:*

- *Review of curriculum for each program indicates all required components are in place, the level of rigor for each measurable learning objective has been determined using DOK standards, essential content, skills, soft skills and CTSO leadership content are incorporated and easily identified.*
- *Complete the following chart for each course or program area. Please use a Y to indicate the indicator is in place; or N to indicate the indicator is Not in place. Provide an explanation for each N.*

Course or Program Area: \_\_\_\_\_

\_\_\_\_\_ a rationale which relates the general goals of each subject and/or program area

\_\_\_\_\_ a general description of the content of each subject or program

\_\_\_\_\_ general goals for graduates in each subject or program area that leads to college and career readiness

\_\_\_\_\_ specific, measurable learner objectives for each course or program

\_\_\_\_\_ alignment of the measurable learner objectives for each course or program to the knowledge, skills, and competencies that students need to be college and career ready.

\_\_\_\_\_ curriculum includes CTSO leadership/workplace/soft skills

\_\_\_\_\_ alignment to the current Missouri Learning Standards, national standards associated with the course or program

\_\_\_\_\_ measurable learner objectives

\_\_\_\_\_ formative assessments aligned to the expected learner objectives

\_\_\_\_\_ summative assessments aligned to the expected learner objectives

\_\_\_\_\_ instructional activities aligned to expected learner objectives

\_\_\_\_\_ instructional strategies that differentiate for all learners including those with special needs, English language learners and gifted and talented students.

\_\_\_\_\_ evidence that individual learner objectives have been articulated by course sequence and/or program

\_\_\_\_\_ adequate and appropriate resources aligned to learner objectives

\_\_\_\_\_ date of board review and approval for each curriculum guide.

**Quality Indicator 2** – *The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.*

*Suggested documentation/evidence:*

- *Dates of review and list of review participants*

**Quality Indicator 3** – Written agreements (dual enrollment, articulation, internships, etc.) are developed, implemented, and updated regularly.

Suggested documentation/evidence:

- In the table below provide the number of completers participating in the available programs and courses for the last three years. Utilize dual enrollment, articulation, internships, etc. data:

(1) Number of <b>Program</b> Completers	(2) Number of Program Completers (1) that also participated in Dual Enrollment, Articulation, Internships, etc.	(3) Percent of Completers (2) divided by (1) = (3)

### **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.

Suggested Documentation/Evidence

- Documentation of lesson plans and teaching calendar including evidence of lesson content, objectives, standards met, and assessments.

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

Suggested Documentation/Evidence:

- Documentation of lesson plans indicating instructional strategies and learner accommodations.

**Quality Indicator 3** – Effective research-based classroom management techniques facilitate instruction.

Suggested Documentation/Evidence:

- List of current classroom management strategies used for the program as measured through the teacher evaluation instrument.

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

Suggested Documentation/Evidence:

- Documentation of communication with students and parents/guardians.

**Quality Indicator 5** – School, community, and industry resources are used to effectively achieve curricular and program goals.

Suggested Documentation/Evidence:

- Communications with all stakeholders
- List of program goals. Indicate whether goals were met or not met

**Quality Indicator 6** – *Appropriate technology, equipment and instructional materials are utilized to support the curriculum and instructional process.*

*Suggested Documentation/Evidence:*

- *A written annual plan of technology use*
- *List of all technology available*
- *Documentation of career-related technology usage*

**Quality Indicator 7** - *Work-based learning supports program objectives, where appropriate.*

*Suggested Documentation/Evidence:*

- *Demographic to include employment trends*

**Quality Indicator 8** – *Cooperative education is guided by DESE policies for credit and supervised employment for approved high school cooperative education programs.*

*Suggested Documentation/Evidence:*

- *Complete the following chart for each course or program area. Please use a Y to indicate the indicator is in place or N to indicate the indicator is Not in place. Provide an explanation for each N.*

Course or Program Area: \_\_\_\_\_

\_\_\_\_\_ Students enrolled in a DESE-approved career education program with classes which are concurrent with the off-campus experience. The related instruction may be less frequent than daily, but must comply with the approved program standards.

\_\_\_\_\_ One-half unit of credit per semester awarded for 10-19 hours weekly of off-campus experience, or one unit of credit per semester for 20 or more hours weekly of off-campus experience. No more than two units of credit may be awarded during any school year for the off-campus experience.

\_\_\_\_\_ The program is under the supervision of a teacher certificated in the career education program area and who has completed coursework in supervision of cooperative education.

\_\_\_\_\_ The teacher/coordinator's schedule includes 225 minutes per week for each 12-15 participating students for supervision of on-the-job training.

\_\_\_\_\_ The teacher employment contracts includes an additional week beyond regular teacher contracts for each 12 to 15 students to provide counseling, placement, scheduling and training station development.

\_\_\_\_\_ There is a written instructional plan which sets forth specific learner objectives, an evaluation plan for student performance, and a training agreement signed by all parties involved.

\_\_\_\_\_ Evaluation of students on the job includes occupationally specific skills as well as attitudinal criteria.

\_\_\_\_\_ Students may or may not receive pay. The employment relationship must be established for off-campus experience as part of Cooperative Career Education programs and must adhere to the Fair Labor Standards Act ([Fact Sheet #71](#)

<http://www.dol.gov/whd/regs/compliance/whdfs71.pdf>).

- *Copy of concentrators and/or completers enrolled*

#### **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 MSIPV Process Standards)*

*Suggested Documentation/Evidence:*

- *Examples of formative and summative assessments*
- *List of methods used to improve student performance*
- *Communication documentation of assessment results shared with students and parents/guardians.*

**Quality Indicator 2** – *An instructional management system exists for reporting student progress and classroom mastery of curriculum competencies.*

*Suggested Documentation/Evidence:*

- *Program competency profiles*

**Quality Indicator 3** – *Student technical skill attainment demonstrates knowledge and skill of student(s), improves transition from secondary to postsecondary programs of study and conveys proof of mastery to potential employers.*

*Suggested Documentation/Evidence:*

- *Copy of TSA scores reported*
- *Copy of concentrators and/or completers enrolled*

#### **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. *(All indicators must be met for each career education program area offered by the district. If any one indicator is not met, the standard is not met. For districts with multiple secondary sites, there must be a CTSO at each location for each approved career education program at that site.)*

**Quality Indicator 1** – *A program of work that is aligned with the CTSO's goals and objectives and is developed annually by students and teachers.*

*Suggested Documentation/Evidence:*

- *Copy of program of work and minutes indicating how it was developed.*

**Quality Indicator 2** – *The CTSO program of work includes leadership skills, career competency, community service, and school service.*

*Suggested Documentation/Evidence:*

- *Copy of the program of work aligning activities with the demonstration of 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.*

*Suggested Documentation/Evidence:*

- Provide lesson plans demonstrating the use of CTSO programs/activities to support course content competencies.

**Quality Indicator 4** – All students enrolled participate in CTSO activities.

*Suggested Documentation/Evidence:*

- Log of CTSO activities and student participation
- Complete **CTSO MEMBERSHIP COMPARED** Table below

**CTSO MEMBERSHIP COMPARED TO PROGRAM ENROLLMENT**

Enter unduplicated enrollment for grades 9-12 for the current semester for each approved career education program.

Enter the current CTSO membership and calculate the percentage by dividing membership by enrollment for each program area.

PROGRAM AREA ENROLLMENT		CTSO MEMBERSHIP		PERCENTAGE
Agriculture Education		FFA		
Business Education		FBLA		
*Family Consumer Sciences & Human Services		FCCLA		
*Occupational Family Consumer Sciences and Human Services		FCCLA		
Health Sciences		HOSA or SkillsUSA		
Skilled Technical Sciences		SkillsUSA		
Marketing and Cooperative Ed.		DECA		
PLTW – Engineering		SkillsUSA or TSA		
PLTW – Biomedical		HOSA or SkillsUSA		
Technology Education		TSA		

*\*For combined FCCLA chapters, separate occupational and comprehensive membership*

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

*Suggested Documentation/Evidence:*

- List of regional, state and national recognitions.

**Criteria 6 – Program Management and Planning**

A system of data collection and evaluation provides the information necessary for program review and development 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.

*Suggested Documentation/Evidence:*

- Copy of written statement of educational mission, goals, and objectives.

- *List of program advisory committee members including their role on the committee.*
- *Copy of annual advisory committee minutes combine two and three*

**Quality Indicator 2** – *There is a written plan to annually evaluate the continuous improvement of the effectiveness of the program.*

*Suggested Documentation/Evidence:*

- *Copy of written evaluation plan*
- *Copy of district's school improvement plan which includes career education program improvements*
- *List of program improvements from the past three years*

**Quality Indicator 3** – *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.*

*Suggested Documentation/Evidence*

- *Copy of written annual program budget.*
- *A description of how the budget was developed.*

**Quality Indicator 4** – *The certificated teacher participates in ongoing, high-quality, program specific professional development activities.*

*Suggested Documentation/Evidence:*

- *List of professional development activities that the teacher has participated in during the past three school years.*

APPENDIX B

## Common CTE Criteria and Quality Indicators Program Improvement Plan

Program:  
Date:  
Teacher:

<b>Standard # Indicator #</b>	<b>Specific Issue to be Addressed</b>	<b>Action Item</b>	<b>Target Date for Completion</b>	<b>Check when complete</b>

**Signatures**

Teacher:

Advisory Committee Chair:

School Administrator: