Ohio

Ohio's Quality Program Standards for Career-Technical Education Programs

Ohio | Department of Education

Foreword

What are the characteristics of a model program of secondary career-technical education in Ohio? That question, and the ever-changing complexion of educational reform, prompted a serious examination to answer that question.

The vision of the Office of Career-Technical Education as a result of House Bill 59 was clear: create an instrument to guide and facilitate program improvement with a common set of standards. The Quality Program Standards instrument is designed to serve all secondary career-technical education programs.

With this vision, a committee of teachers, a representative from school administration, teacher education representatives, and members of the Ohio Department of Education were identified to serve as the Quality Program Standards Steering Committee. The Committee was charged with creating Ohio's Quality Program Standards (QPS) for career-technical education programs.

Through research, consultation with education support agencies, and examination of quality program standards models from other states, and with the benefit of extensive professional experience, the steering committee identified 10 Quality Program Standards. Quality indicators were established for each of the 10 standards. Furthermore, criteria were determined for each quality indicator. This work evolved into a set of rubrics designed to assist in the examination of the total career-technical program and to serve as the basis for continuous program improvement.

Quality Program Standards are far-reaching and can be employed in any career-technical program in Ohio, regardless of program delivery model. The Ohio Department of Education believes that the versatility of this document will lend itself to continuous program improvement for years to come.

In addition to the review and examination elements contained within this document, Quality Program Standards will serve as a foundation for state staff consultation, pre-service teacher education, program improvement efforts, statewide professional development, and curricular upgrades.

This document provides format and planning recommendations; however, the use of the Quality Program Standards instrument is at the discretion of the local program and Career-Technical Planning District. The development of Ohio's Quality Program Standards was completed to offer programs a common method to facilitate improvement plans and initiatives. The need for advisory committees and administrative participation is essential for changes to be institutionalized. These are important components of the program review process.

Quality Program Standards offer Ohio an opportunity to drive local program improvement with a common vision. Additionally, the instrument employs standards, indicators, and criteria for an understanding of what is specifically needed for a program to reach the exemplary level. The benefits of this concept will be far-reaching. Students will be better prepared for connections to post-secondary education and careers. Moreover, this instrument is aligned with the work of the office of Career-Technical Education and Ohio's 16 career fields.

Ohio's Quality Program Standards for Career-Technical Education Programs

Standard 1: Instructional Facilities and Resources: The facility supports implementation of the career-technical program and provides students with opportunities for the development and application of technical knowledge and skills.

Standard 2: School and Community Relations: School, community, and industry partners are engaged in developing and supporting the career-technical education program.

Standard 3: Program Planning and Evaluation: A results-driven needs assessment and evaluation exists for continual program development, improvement, and alignment with labor market needs.

Standard 4: Educators that Contribute to the Profession: Career-Technical educators continuously develop as professionals and support the growth of the profession they serve.

Standard 5: Curriculum and Program Design: The career-technical education program includes foundational and specialized courses designed to prepare each student for lifelong learning within a career pathway.

Standard #6: Instruction: Career-Technical Education programs promote high academic achievement, technical knowledge and skill development of all students.

Standard #7: Assessment: Career-Technical education programs use authentic and performance-based assessments to measure student learning and skill attainment of Ohio's Career Field Technical content standards.

Standard #8: Experiential Learning Experience Programs: All students participate in an experiential learning program that connects the technical knowledge and skills learned in both classroom and laboratory to the work place.

Standard #9: Leadership Development/CTSO: Students participate in intra-curricular Career-Technical Student Organization (CTSO) that promotes cognitive knowledge and skill and leadership development.

Standard #10: Equitable Student Access: Career-technical education programs serve each student interested in preparing for a career in any of Ohio's 16 Career Fields and are reflective of the school's student population. Capacity should permit students to schedule first choices of career area.

Version 1.2/November 20, 2019

Suggestions for Employing the Quality Program Standards Instrument

Administrative Review

An annual career-technical education program review should be conducted utilizing the Quality Program Standards and assessment tool by building-level administrators including (but not limited to) supervisor, principal, counselor, dean of instruction, or even superintendent, along with Career-technical Planning District administration. This administrative review may encompass all standards, or have a focus on selected standards or on standards designated by invested parties.

Advisory Committee Review

At a regularly scheduled advisory committee meeting, conduct an orientation for the use of the Quality Program Standards instrument. The career-technical education program staff may determine the level of involvement of the advisory committee. The career-technical education program staff may choose to present their findings or they may allow the advisory committee to conduct a review of their own. The career-technical education staff and advisory committee may elect to split the instrument into a multi-year evaluation and focus on a selected number of standards per year. Other options can be implemented as designed or decided by career-technical program staff and advisory committee.

Instructor Review

Instructor reads and interprets standards and indicators. After an analysis of the indicators for the selected standards is completed, the instructor should read and interpret the criteria found in the rubrics. *Note: the criteria increases as you move from right to left on the rubrics; therefore, it is assumed that the criterion in the box to the left is part of the higher scoring criteria*.

Continuous Improvement Plan Development

As a part of an annual program review, assess ratings, comments, and recommendations. Construct a reasonable continuous improvement plan for the program with measurable outcomes and attainable goals.

Monitoring and Follow-up

Monitor, measure and report progress of continuous improvement plan on a regular basis. This may fit into the annual program review structure.

Quality Program Standards Rubric

Standard 1: Instructional Facilities and Resources

Standard Statement: The facility supports implementation of the career-technical program and provides students with opportunities for the development and application of technical knowledge and skills.

Standard Definition: Instructional facilities and resources support the instructional and design needs of the program. Facilities are conducive to student learning and needs through the incorporation of state of the art technology, supporting career development and simulating the workplace. Instructional facility and resources support advising activities, career planning and parent engagement. Sufficient resources are in place to support instructional and curriculum needs of the program.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
1. Facility size, layout and labs facilitate delivery of the courses in the career-technical program.	Size and design exceeds OSFC minimum standards of serving curricular and emerging technology needs.	Size and design meets OSFC standards and current instructional needs.	Size and design meets minimum standard, but instructor(s) needs to adjust to meet current instructional needs.	Size and design is not conducive to instructional needs.
2. Facility is organized, maintained, compliant and conducive to learning.	Well maintained, and compliant with instructional materials logically organized.	Is maintained and compliant.	Needs some maintenance and organization but is compliant.	Poorly maintained and organized.
3. Classroom and laboratory inventory is developed annually with a plan for purchases and replacement current to technology used in workplace.	A long-term (five-year) plan exists for equipment. Purchases and replacement plans reflect emerging technology. Inventory is current.	A plan for annual purchase and replacement exists and reflects current technology. Inventory is current.	A plan for new purchases and replacement exists without reflection on current or emerging technology. Inventory exists by may not be current.	No plan for the purchase and replacement of equipment exists.
4. Equipment is maintained and inspected.	A documented safety and maintenance inspection has occurred on equipment. Defective items were removed, repaired or replaced.	A structured safety and maintenance inspection has occurred on equipment. Defective items were removed, repaired or replaced.	A thorough but infrequent safety and maintenance inspection has occurred on equipment. Defective items were removed repaired, or replaced.	No recent safety and maintenance inspection is documented as having occurred on equipment.

5. Non-classroom instructional spaces are conducive to learning and are maintained and inspected.	Non-classroom instructional spaces are optimized for learning and are regularly inspected.	Non-classroom instructional spaces are conducive to learning and have been inspected.	Non-classroom instructional spaces are compliant.	Non-classroom instructional spaces are non-compliant and are not conducive to learning.

Standard 2: School and Community Relations

Standard Statement: School, community, and industry partners are engaged in developing and supporting the career-technical education program.

Standard Definition: Quality programs are those with actively involved stakeholders from both the school and community and have an active, industry-driven partners. Quality programs have community and school partnerships that benefit students and community stakeholders. Quality programs use various modes of communication to promote both community and industry activities and partnerships.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
1. Identify stakeholders and organize their support of the program. Evidence: (e.g., roster, minutes, assignments, schedules)	Stakeholders are organized into committees to help improve instructional activities and support the program with a regular schedule of meetings and events.	Stakeholders are organized and have a role in supporting the program. There is a schedule of regular meetings and events.	No formal organization or structure for stakeholders, but still some involvement.	Stakeholders are not organized or involved.
2. Stakeholders advocate for the Career-Technical Program. Evidence: (e.g., marketing products, communications, documentation)	Stakeholders are working with local, state and national career-technical education organizations on a regular basis. Stakeholders regularly share successes of CTE programs with the community	Stakeholders are involved in special events that solicit support. Stakeholders share successes of CTE programs with the community.	Program reminds partners of the need for support and encourages involvement.	School and community stakeholders do not know about program accomplishments.
3. Stakeholders are recognized annually for their support of the program. Evidence: (e.g., documentation at recognition ceremonies, communications, media)	Program regularly thanks and recognizes stakeholders for their support of the program, both personally and publicly.	Program thanks and/or recognizes stakeholders annually for their support of the program.	Program thanks and/or recognizes stakeholders occasionally for their support of the program.	No stakeholder recognition program exists.
4. Parents or guardians receive information about student learning in the career technical education program. Evidence: (e.g., examples of material, media, website, pamphlets, communications)	Instructor communicates the connections to careers, credentials and postsecondary opportunities and involves parents in the program.	Instructor communicates frequently the technical knowledge and skills student has attained in the career-technical education program.	Instructor communicates infrequently the technical knowledge and skills student has attained.	No communication occurs with parents or guardians.

5. District has an established business advisory council, authorized by the local board of education, with established criteria for membership that meets regularly. Evidence: (e.g., membership names and titles, criteria, minutes, business advisory council report)	Local board of education-approved business advisory council with membership criteria meets regularly with documented minutes.	Local board of education-approved business advisory council meets twice per year.	Local board of education-approved business advisory council meets once per year.	There is no local board of education-approved business advisory council.
6. Pathway advisory committee assists with program initiatives including evaluation, promotion, planning and instruction. Evidence: (e.g., minutes, program evaluation tool, program evaluation procedures, committee feedback)	Pathway advisory committee meets regularly with documented minutes. It assists in the program with evaluation, promotion, planning and instruction by providing feedback and engagement in program functions.	Pathway advisory committee meets regularly to provide feedback on most program operations.	Pathway advisory committee meets annually to review general program operations.	No pathway advisory committee exists.

Standard 3: Program Planning and Evaluation

Standard Statement: A results-driven needs assessment and evaluation exists for continual program development, improvement, and alignment with labor market needs.

Standard Definition: Program has and uses a data-driven, continuous improvement process. Sources of data for evaluation include state and federal performance measures, local performance data and community data. Program planning and evaluation involves advisory input from students, district and community. Program selection

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
1. Collects local, state and/or national performance data for program improvement. Evidence: (e.g., local student evaluations, placement rates, industry credential passage rate, technical attainment participation and passage rates)	Collects, analyzes and applies performance data for program improvement.	Collects and analyzes all recommended performance data.	Collects some performance data.	Does not collect data.
2. Collects local, state and national economic development and labor market data for program alignment with labor market needs. Evidence: (e.g., Ohio Means Jobs, Occupational Outlook Handbook, and Bureau of Labor Statistics)	Collects, analyzes and applies all recommended labor market data data for program alignment with labor market needs.	Collects and analyzes all recommended labor market data.	Collects some labor market data.	Does not collect data.

3. Collects local, state and national economic development and career outlook data for program improvement. Evidence: (e.g., Ohio Means Jobs, Occupational Outlook Handbook, and Bureau of Labor Statistics)	Collects, analyzes and applies data for program improvement.	Collects and analyzes all recommended performance data.	Collects some performance data.	Does not collect data.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
4. A plan and system for flow, organization, and reporting of data is established and communicated to all necessary parties. Evidence: (e.g., data plan, communications)	Plan and system is in place and all necessary parties are completing their necessary roles, resulting in few or no data reporting errors.	Plan and system is in place and all necessary parties are completing their necessary roles, but resulting in many data errors.	Plan and system is in place but is not effective in preventing data errors.	No plan or system in place.
5. Conducts a program evaluation based on local performance information, state performance measures, and input from community stakeholder groups. Evidence: (e.g., procedures, examples, WebXam data analysis)	Conducts a program evaluation annually and develops a continuous improvement plan.	Conducts a program evaluation annually, but does not develop a continuous improvement plan.	Conducts a program evaluation on irregular basis and informally documented.	Does not evaluate the program.
6. Administrators, counselors, and teachers clearly communicate all program opportunities to students. Student graduation plans are reflective of their informed decisions.	All students are informed of program opportunities and all students are knowledgeable of their graduation plan on file.	Students are informed of program opportunities and all students have graduation plans on file.	Students are informed of most program opportunities and some have graduation plans on file.	Students are not informed and few have graduation plans on file.

Standard 4: Educators that Contribute to the Profession

Standard Statement: Career-Technical educators continuously develop as professionals and support the growth of the profession they serve.

Standard Definition: Quality Programs require high quality educators who are committed to the education profession. High quality educators are involved in a process of continual development and professional growth dedicated to the improvement of the program. High quality educators contribute to the profession through workshop/conference participation, working towards advanced degrees, and achieving and maintaining professional licensure.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
1. Instructor continues professional growth through college credit courses, attendance at workshops, and/or other sources of training. Evidence: (e.g., individual professional development plans, proof of attendance, certificates, transcripts)	Takes coursework leading to an advanced degree or industry credential and/or participates in workshops and other sources of technical training.	Attends workshops or classes related to teaching area that are beyond what is required by the local institution.	Attends workshops required at the local institution.	Has no evidence of participation in professional growth and development activities.
2. Instructor engages in professional development focused on improving equitable outcomes for students in their classroom. Evidence: (e.g., culturally responsive pedagogy, implicit bias, stereotype threat training)	Instructor regularly engages in professional development focused on equity and improves results for students in their classroom.	Instructor regularly engages in professional development focused on equity.	Instructor engages in professional development focused on equity.	Has no evidence of participation in professional growth and development activities focused on equity.
3. Instructor is active in related local, state and national professional education/industry associations. Evidence: (e.g., membership,	Applies, holds or participates in state leadership functions and/or committee in the last three years.	Applies, holds or has held leadership position serving local, county or district needs. Holds membership and participates in annual district, state or national	Holds membership in local, district, state or national professional education/industry associations.	Holds no membership or active participation.

letters, communications)		functions.		
4. Instructor cooperates in fostering the development of pre-service and beginning teachers. (Not applicable for instructors in their provisionary or alternative educator license.)	Instructor is mentor-qualified and participates in activities beyond the school district for beginning career-technical education teachers. Or Program serves as cooperating site for student teaching.	Instructor is available to beginning teachers in the school district for support and/or participates in activities beyond the school district for beginning career-technical education teachers.	Instructor is available to beginning teachers in the school district for support and/or participates in activities within the school district for beginning career-technical education teachers.	Has no evidence of assisting beginning teachers.

Standard 5: Curriculum and Program Design

Standard Statement: The career-technical education program includes foundational and specialized courses designed to prepare each student for lifelong learning within a career pathway.

Standard Definition: Quality curriculum and program design reflects standards that are relevant, rigorous, and industry-validated and aligned with state and national technical content standards. Curriculum and program design focuses on career readiness and postsecondary educational options. The curriculum and program design includes career-planning activities for each student, student leadership opportunities, and a program of study that supports individualized student achievement across all identified subgroups.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
1. An approved course of study is current and based on industry validated technical content standards.	The local board of education approved course of study is based on the state career field technical content standards, local needs, and industry certification when applicable.	The local board of education approved course of study is based on the state career-field technical content standards and local needs.	The local board of education approved course of study is based on the state career field technical contents standards.	There is no locally approved course of study.
2. The program is logically organized, including course descriptions and sequences, industry validated technical content standards, prerequisites and staffing assignments.	Program is logically and sequentially organized, including course descriptions, course sequences, industry validated technical content standards, and prerequisites.	Program course curriculum content is organized, includes industry validated technical content standards, includes course prerequisites and staff assignments.	Program description includes course listings.	No program description exists.
3. Technical content is aligned with academic content standards. Evidence: (e.g., lesson plans, course of study, cross walk, Standards By Design alignment documents)	Technical content is aligned with two or more of Ohio's Learning Standards.	Technical content is aligned with one of Ohio's Learning Standards.	Ohio's Learning Standards are recognized in the program of study.	No effort to align with or include learning standards.
4. Program Has approved CTE26, which includes curriculum, post secondary articulation, industry recognized credential options, experiential learning opportunities and	Program has approved CTE26 with all opportunities included in standard definition.	Program has approved CTE26 with all but one of opportunities included in standard definition.	Program has approved CTE26 but only includes curriculum and post secondary articulation.	Program has approved CTE26.

CTSO affiliation.				

Standard #6: Instruction

Standard Statement: Career-Technical Education programs promote high academic achievement, technical knowledge and skill development of all students.

Standard Definition: Educators develop differentiated instructional plans that are rigorous and relevant, and represent real-work knowledge and skills. The rigor of instruction represents current industry needs and prepares each student for workplace and post-secondary options. Instruction incorporates core academic requirements and promotes academic and technical skill attainment. Instruction is designed and delivered with each student in mind, meeting the needs of the individuals in the classroom.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
1. Instruction balances between inquiry-based classroom and laboratory instruction, experiential learning, and engagement in the Career Technical Student Organization.	A documented balance exists between inquiry-based classroom and laboratory instruction, experiential learning and engagement in the student organization.	There is an attempt to balance inquiry-based classroom and laboratory instruction, experiential learning, and engagement in the student organization, but two of the three components dominate the instruction.	One component of the curriculum clearly is dominating the instruction. The instructor(s) has a plan to bring deficient areas into balance.	None of these components are apparent in the instruction.
2. Instructional activities provide equitable opportunities for each to demonstrate technical skills and develop critical higher- order thinking. Evidence: (e.g., lesson plans, activity descriptions)	Instructional activities promote the transfer of technical knowledge and skill to different situations and applications, and to students of all backgrounds and abilities.	Instructional activities require each student to apply higher order technical skills.	Instructional activities require students to demonstrate knowledge and application-based technical skills.	Students are not provided opportunities to master technical skills.
3. Instruction reinforces the application of relevant and rigorous career-technical learning standards. Evidence: (e.g., lesson plans)	Instruction consistently incorporates related career-technical learning standards.	Instruction focuses on academic skills and connects with career-technical learning standards.	Instruction focuses on academic skills.	Instruction does not address academic skills.
4. Instructional program uses current and culturally responsive materials and resources. Evidence: (e.g., textbooks, online content)	Curriculum materials align with current business/industry practices and are culturally responsive to students in the class.	Curriculum materials are current and culturally responsive, but not aligned with business/industry practices.	Curriculum material upgrades are in progress.	Curriculum materials are outdated.

Standard #7: Assessment

Standard Statement: Career-Technical education programs use authentic and performance-based assessments to measure student learning and skill attainment of Ohio's Career Field Technical content standards.

Standard Definition: A quality assessment process is critical for measuring student growth and achievement. A systematic assessment process involves ongoing short cycle/formative and end-of-course/summative assessments that measure student knowledge and skill attainment. Quality assessments prepare students for successful passage of industry certifications and/or credential assessments. Assessment design reflects current educational research and practice and is .

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
1. Program has a grading system in place that measures mastery-level completion and incorporates all phases of the instructional program. Evidence: (e.g., grading system, procedures, administrative approval)	Shares a locally approved grading system that includes all phases of instruction with students, parents and stakeholders.	Grading system meets local guidelines and approved by administration.	Grading system developed, but not approved.	No grading system exists.
2. Program instructor(s) use both summative and formative assessments to inform instruction and adapt classroom to needs of students.	Instructor(s) delivers regular summative and at least weekly formative assessments and uses data to inform curriculum and instructional decisions.	Instructor(s) delivers summative and formative assessments and reviews data for instructional choices.	Instructor(s) delivers summative assessments.	Students are rarely assessed beyond summative assessment e.g., WebXam.
3. Assessments measure technical and academic performance through locally developed assessments based on identified competencies. Evidence: (e.g., assessments)	Assessments measure complex application of technical knowledge and skills, solving authentic industry problems related to the career field technical content standards.	Assessments measure technical knowledge and skills specified in the career field technical content standards.	Assessments measure technical knowledge.	Assessments are not locally developed.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
4. State Board of Education approved technical assessments, industry certification, and/or licensure examinations measure student performance.	100 percent of students enrolled in the career tech program test with 90 percent passing or above at the benchmark level on State Board of Education approved technical assessments. 75 percent or more of students attain an industry credential where applicable.	100 percent of students enrolled in the career tech program test with 70 percent of students scoring at the benchmark level on their State Board of Education approved technical assessments or attains industry credentials.	Students participate in State Board of Education approved technical assessments and/or industry certification and licensure examinations.	Students do not participate in State Board of Education approved technical assessments industry certification and/or licensure examinations.

Standard #8: Experiential Learning Experience Programs

Standard Statement: All students participate in an experiential learning program that connects the technical knowledge and skills learned in both classroom and laboratory to the work place.

Standard Definition: Experiential learning is focused on the application of academic and technical skills within a student's program of study. Experiential learning includes lab-based activities, co-ops, simulated workplace, mentorships, internships, pre-apprenticeships and apprenticeships. Lab-based experiential learning should simulate real-work worksites and expectations. Students participating in experiences on actual worksites should receive regular supervision and follow-up that is documented. Experiential learning should be driven by industry expectations.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
1. Students have experiential learning programs based on career pathways and Ohio's Career Field Technical Content Standards.	100% of students enrolled in the career-technical program have a documented and comprehensive experiential learning program aligned to students' career pathway.	At least 75% of the students enrolled in the program have a documented experiential learning program aligned to students' career pathway.	At least 50% of the students enrolled in the program have an experiential learning program aligned to students' career pathway.	Fewer than 50% of the students enrolled in the program have an experiential learning program aligned to students' career pathway.
2. Experiential Learning programs are planned, developed, and managed by the student with assistance from their instructor, guardian, and/or employer. Evidence: (e.g., records, portfolios, training agreements, placement)	100% of students enrolled in the career-technical program can plan, develop, and manage their experiential learning program with assistance of their instructor, guardian, and/or employer.	At least 75% of students enrolled in the career-technical program can plan, develop, and manage their experiential learning program with assistance of their instructor, guardian, and/or employer.	At least 50% of students enrolled in the career-technical program can plan an experiential learning program with guidance.	Fewer than 50% or greater of students enrolled in the career-technical program can plan an experiential learning program with guidance.
3. Continuous direct instruction and supervision of students' experiential learning programs are provided and documented by the instructor.	Scheduled continuous direct instruction and supervision is conducted and documented by the instructor.	Frequent direct instruction and supervision is conducted and documented by the instructor.	Infrequent direct instruction and supervision is conducted and documented by the instructor.	No scheduled continuous direct instruction and supervision is conducted.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
4. Student maintains up-to-date and accurate experiential learning program records to independently analyze and evaluate program data. Evidence: (e.g., records, portfolios, training agreements, placement, data charts, data procedures, growth measures)	100% of students maintain up-to-date and accurate experiential learning program records and independently analyze and evaluate program data.	At least 75% of students maintain up-to-date and accurate experiential learning program records and independently analyze and evaluate program data.	At least 50% students maintain up- to-date and accurate experiential learning program records.	Fewer than 50% of all students maintain up-to-date and accurate experiential learning program records.
5. Students have comprehensive experiential learning programs that show evidence of growth through annual summative data to administrators and stakeholders. Evidence: (e.g., summary records, data charts, growth measures)	Annual summary data is shared to administrators and stakeholders showing evidence of growth in 100% of students completing experiential learning programs.	Annual summary data is shared to administrators and stakeholders showing evidence of growth in at least 75% of students completing experiential learning programs.	Annual summary data is shared to administrators and stakeholders showing evidence of growth in at least 50% of students completing experiential learning programs.	Annual summary data is shared to administrators and stakeholders showing evidence of growth in fewer than 50% of students completing experiential learning programs.
6. Student's experiential learning programs are evaluated and assessed for technical knowledge, skill and growth. Evidence: (e.g., lesson plans, training plans, employer evaluations)	Evaluation of experiential learning programs measures attainment of career-technical content standards.	Evaluation of experiential learning programs measures attainment of knowledge and skill.	Evaluation of experiential learning programs measures accuracy of records and regular assessments.	There is no evidence of student experiential learning programs evaluation.
7. Students have access to Work-Based Learning experiences within the program and are participating fully in those opportunities.	10% of students complete a 250 hour Work-Based Learning experience over the course of their program experience.	8% of students complete a 250 hour Work-Based Learning experience over the course of their program experience.	Some students complete a 250 hour Work-Based Learning experience over the course of their program experience.	Students are not completing 250 hour Work-Based Learning experiences.

Standard #9: Leadership Development/CTSO

Standard Statement: Students participate in intra-curricular Career-Technical Student Organization (CTSO) that promotes cognitive knowledge and skill and leadership development.

Standard Definition: A variety of leadership development opportunities should exist for all students participating in a career-technical program. Leadership development activities include CTSO participation, conventions, camps, conferences, and knowledge/skill competitions.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
1. Career-Technical instructors provide direct supervision of students in CTSO related activities at the local level.	100% Career-Technical instructors provide direct supervision of students in CTSO related activities at the local level.	At least 75% of Career-Technical instructors provide direct supervision of students in CTSO related activities at the local level.	At least 50% of Career-Technical instructors provide direct supervision of students in CTSO related activities at the local level.	Fewer than 50% of Career-Technical instructors provide direct supervision of students in CTSO related activities at the local level.
2. Students enrolled in the career-technical program have access to the CTSO and participate in local, regional, state and/or national activities.	100% of students are CTSO members and participate in local, regional, state and/or national activities.	At least 75% of students are CTSO members and participate in local, regional, state and/or national activities.	Students have access to an established chapter at the local level.	Students do not have access to the CTSO.
3. Access to CTSO participation and leadership is equitable across all subgroups.	CTSO membership accurately reflects the demographics of the district.	CTSO membership mostly reflects the demographics of the district and efforts are in place to remove barriers to subgroup participation.	CTSO membership somewhat reflects the demographics of the district and barriers to subgroup participation are being examined.	CTSO membership is not reflective of the district.
4. CTSO members are involved in the planning and implementation of a yearly events.	Students plan and implement activities that develop leadership skills, personal development, social awareness and technical skills above the local level.	Teacher guide students to plan and implement activities that develop leadership skills, personal development, social awareness and technical skills.	Techers guide students to plan and implement activities.	No evidence that the CTSO members have planned any activities.
5. The CTSO chapter plans and conducts award and recognition programs.	CTSO planned award and recognition program includes parents, school staff, administration, and community.	CTSO planned award and recognition program includes parents, school staff and administration.	CTSO planned award and recognition program attended by students only.	No evidence of a CTSO Chapter planned award and recognition programs.

6. Elected officers participate in CTSO leadership activities.	CTSO officers participate in leadership development activities above the chapter level.	CTSO officers participate in leadership development activities at the chapter level.	Officers elected annually by the chapter membership.	No evidence that chapter officers exist.
7. Students perform technical skills in competitive career skills events of the student organization.	Students apply technical skills in multiple career skills events aligned to their career-technical approved program.	Students participate in a competitive event at the local, regional or state level.	Students have access to CTSO Competitive events.	No student participates in career skills events.

Standard #10: Equitable Student Access

Standard Statement: Career-technical education programs serve each student interested in preparing for a career in any of Ohio's 16 Career Fields and are reflective of the school's student population. Capacity should permit students to schedule first choices of career area.

Standard Definitions: Student access should be the least restrictive possible, allowing for maximum admission and participation in the program. Quality programs should always be evaluating student retention and community needs in conjunction with program capacity and enrollment. Equitable access for all students should support the belief that all students are capable of high levels of growth and achievement.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
1. Activities to recruit students from diverse backgrounds and across subgroups are being implemented. Evidence: (e.g., examples, pamphlets, communication, website, media, videos)	Instructor's work with stakeholders to guide students to career-technical programs. Parents are invited to view programs available to their child.	Instructor's work with stakeholders to guide students to career-technical programs. Promotional materials are distributed to students and parents.	The program conducts annual promotional activities targeted to potential enrollees.	No recruiting efforts conducted.
2. School counselors are informed on the career-technical program options and provide equitable guidance and information to students.	School counselors are knowledgeable about career-technical pathways and readily assist in the recruitment of students for the program. Counselors open doors to students across subgroups.	School counselors readily assist in the recruitment of students for the program and inform students of all options available across the district.	School counselors acknowledge career-technical pathways.	School counselors do not actively acknowledge or recruit students to career-technical programs.
3. Scheduling supports student concentration in and completion of career-technical programs that align with their career interests.	Administration and School counselors support career-technical education program of study in scheduling students for pathway concentration and completion.	Not Applicable	Not Applicable	No evidence of administration and School counselors supporting the career-technical education program of study in scheduling students for pathway completion.
4. District data is analyzed for equitable student access, enrollment, support, and achievement across subgroups and non-traditional participation.	Data is regularly reviewed through a lens of equity and strategies are regularly implemented to close gaps found.	Data is reviewed yearly through an equity lens and some strategies are in place to close gaps.	Data is sometimes reviewed through an equity lens but strategies are rarely put in place to close gaps found.	Data is rarely reviewed through an equity lens.

Quality Program Standards Summative Review

District IRN: _____ District Name: _____ Building Name: _____

Teacher Name: _____ Reviewer Name: _____ Date: _____

Standard 1: Instructional Facilities and Resources					
QUALITY INDICATOR	**EXEMPLARY**	**EFFECTIVE**	**MINIMAL**	**UNSATISFACTORY**	**COMMENTS**
1. Facility size, layout and labs facilitate delivery of the courses in the career- technical program.					
2. Facility is organized, maintained, compliant and conducive to learning.					
3. Classroom and laboratory inventory is developed annually with a plan for purchases and replacement current to technology used in workplace.					
4. Equipment is maintained and inspected.					
5. Non-classroom instructional spaces are conducive to learning and are maintained and inspected.					

Standard 2: School, Community, and Industry Relations					
QUALITY INDICATOR	**EXEMPLARY**	**EFFECTIVE**	**MINIMAL**	**UNSATISFACTORY**	**COMMENTS**
1. Identify stakeholders and organize their support of the program. Evidence: (e.g., roster, minutes, assignments, schedules)					
2. Stakeholders advocate for the Career-Technical Program. Evidence: (e.g., marketing products, communications, documentation)					
3. Stakeholders are recognized annually for their support of the program. Evidence: (e.g., documentation at recognition ceremonies, communications, media)					
4. Parents or guardians receive information about student learning in the career technical education program. Evidence: (e.g., examples of material, media, website, pamphlets, communications)					
5. District has an established business advisory council, authorized by the local board of education, with established criteria for membership that meets regularly. Evidence: (e.g., membership names and titles, criteria, minutes, business advisory council report)					
6. Pathway advisory committee assists with program initiatives including evaluation, promotion, planning and instruction. Evidence: (e.g., minutes, program evaluation tool, program evaluation procedures, committee feedback)					

Standard 3: Program Planning and Evaluation					
QUALITY INDICATOR	**EXEMPLARY**	**EFFECTIVE**	**MINIMAL**	**UNSATISFACTORY**	**COMMENTS**
1. Collects local, state and/or national performance data for program improvement. Evidence: (e.g., local student evaluations, placement rates, industry credential passage rate, technical attainment participation and passage rates)					
2. Collects local, state and national economic development and labor market data for program alignment with labor market needs. Evidence: (e.g., Ohio Means Jobs, Occupational Outlook Handbook, and Bureau of Labor Statistics)					
3. Collects local, state and national economic development and career outlook data for program improvement. Evidence: (e.g., Ohio Means Jobs, Occupational Outlook Handbook, and Bureau of Labor Statistics)					
4. A plan and system for flow, organization, and reporting of data is established and communicated to all necessary parties. Evidence: (e.g., data plan, communications)					

5. Conducts a program evaluation based on local performance information, state performance measures, and input from community stakeholder groups. Evidence: (e.g., procedures, examples, WebXam data analysis)					
6. Administrators, counselors, and teachers clearly communicate all program opportunities to students. Student graduation plans are reflective of their informed decisions.					
Standard 4: Educators that Contribute to the Profession					
QUALITY INDICATOR	**EXEMPLARY**	**EFFECTIVE**	**MINIMAL**	**UNSATISFACTORY**	**COMMENTS**
1. Instructor continues professional growth through college credit courses, attendance at workshops, and/or other sources of training. Evidence: (e.g., individual professional development plans, proof of attendance, certificates, transcripts)					
2. Instructor engages in professional development focused on improving equitable outcomes for students in their classroom. Evidence: (e.g., culturally responsive pedagogy, implicit bias, stereotype threat training)					

3. Instructor engages in professional development focused on improving equitable outcomes for students in their classroom. Evidence: (e.g., culturally responsive pedagogy, implicit bias, stereotype threat training)					
4. Instructor engages in professional development focused on improving equitable outcomes for students in their classroom. Evidence: (e.g., culturally responsive pedagogy, implicit bias, stereotype threat training)					
Standard 5: Curriculum and Program Design					
QUALITY INDICATOR	**EXEMPLARY**	**EFFECTIVE**	**MINIMAL**	**UNSATISFACTORY**	**COMMENTS**
1. An approved course of study is current and based on industry validated technical content standards.					
2. The program is logically organized, including course descriptions and sequences, industry validated technical content standards, prerequisites and staffing assignments.					
3. Technical content is aligned with academic content standards. Evidence: (e.g., lesson plans, course of study, cross walk, Standards By Design alignment documents)					
4. Program has approved CTE26, which includes curriculum, post secondary articulation, industry recognized credential options, experiential learning opportunities and CTSO affiliation.					

Standard #6: Instruction					
QUALITY INDICATOR	**EXEMPLARY**	**EFFECTIVE**	**MINIMAL**	**UNSATISFACTORY**	**COMMENTS**
1. Instruction balances between inquiry-based classroom and laboratory instruction, experiential learning, and engagement in the Career Technical Student Organization.					
2. Instructional activities provide equitable opportunities for each to demonstrate technical skills and develop critical higher-order thinking. Evidence: (e.g., lesson plans, activity descriptions)					
3. Instruction reinforces the application of relevant and rigorous career-technical learning standards. Evidence: (e.g., lesson plans)					
4. Instructional program uses current and culturally responsive materials and resources. Evidence: (e.g., textbooks, online content)					

Standard #7: Assessment					
QUALITY INDICATOR	**EXEMPLARY**	**EFFECTIVE**	**MINIMAL**	**UNSATISFACTORY**	**COMMENTS**
1. Program has a grading system in place that measures mastery-level completion and incorporates all phases of the instructional program. Evidence: (e.g., grading system, procedures, administrative approval)					
2. Program instructor(s) use both summative and formative assessments to inform instruction and adapt classroom to needs of students.					
3. Assessments measure technical and academic performance through locally developed assessments based on identified competencies. Evidence: (e.g., assessments)					
4. State Board of Education approved technical assessments, industry certification, and/or licensure examinations measure student performance.					
Standard #8: Experiential Learning Experience Programs					
QUALITY INDICATOR	**EXEMPLARY**	**EFFECTIVE**	**MINIMAL**	**UNSATISFACTORY**	**COMMENTS**
1. Students have experiential learning programs based on career pathways and Ohio's Career Field Technical Content Standards.					
2. Experiential Learning programs are planned, developed, and managed by the student with assistance from their instructor, guardian, and/or employer. Evidence: (e.g., records, portfolios, training agreements, placement)					

3. Continuous direct instruction and supervision of students' experiential learning programs are provided and documented by the instructor.					
4. Student maintains up-to-date and accurate experiential learning program records to independently analyze and evaluate program data. Evidence: (e.g., records, portfolios, training agreements, placement, data charts, data procedures, growth measures)					
5. Students have comprehensive experiential learning programs that show evidence of growth through annual summative data to administrators and stakeholders. Evidence: (e.g., summary records, data charts, growth measures)					
6. Student's experiential learning programs are evaluated and assessed for technical knowledge, skill and growth. Evidence: (e.g., lesson plans, training plans, employer evaluations)					
7. Students have access to Work-Based Learning experiences within the program and are participating fully in those opportunities.					

Standard #9: Leadership Development / CTSO					
QUALITY INDICATOR	**EXEMPLARY**	**EFFECTIVE**	**MINIMAL**	**UNSATISFACTORY**	**COMMENTS**
1. Career-Technical instructors provide direct supervision of students in CTSO related activities at the local level.					
2. Students enrolled in the career-technical program have access to the CTSO and participate in local, regional, state and/or national activities.					
3. Access to CTSO participation and leadership is equitable across all subgroups.					
4. CTSO members are involved in the planning and implementation of a yearly events.					
5. The CTSO chapter plans and conducts award and recognition programs.					
6. Elected officers participate in CTSO leadership activities.					

7. Students perform technical skills in competitive career skills events of the student organization.					

Standard #10: Student Access					
QUALITY INDICATOR	**EXEMPLARY**	**EFFECTIVE**	**MINIMAL**	**UNSATISFACTORY**	**COMMENTS**
1. Activities to recruit students from diverse backgrounds and across subgroups are being implemented. Evidence: (e.g., examples, pamphlets, communication, website, media, videos)					
2. School counselors are informed on the career technical program options and provide equitable guidance and information to students.					
3. Scheduling supports student concentration in and completion of career-technical programs that align with their career interests.					
4. District data is analyzed for equitable student access, enrollment, support, and achievement across subgroups and non-traditional participation.					

Staff present during review

Name(s) and Title(s)_____

_____

_____

_____

Assumptions and Definitions

Standard 1: Instructional Facilities and Equipment

1. I**nstructional Facilities --** Include but are not limited to classroom, laboratory, instructor work areas, display area, land laboratories, greenhouse, outside and inside storage areas, and retail areas. [The facilities and equipment (for program) must support instruction of the technical and academic content standards and reflect current and emerging technology in the career field (OAC 3301-61-03 (F)]
2. **Ohio School Facilities Commission guidelines (OSFC)** provide minimum size and layout recommendations. Schools planning new construction reference these recommendations and this information can be accessed through the school's architect or by contacting OSFC.
3. **EMIS** submits a warning when class size exceeds 25 students.
4. **Current Technology**-- Includes, computers, tablets, projection unit/smart board, Internet access, digital camera, VCR/DVD, TV, telephone, and/or industry related software
5. **Safety and Health Standards**— Inspections may be conducted by (but not limited to) area health regulatory agencies, OSHA or other safety accreditation agencies, fire regulatory agencies, EPA, and industry representatives.

Standard 2: School, Community, and Industry Relations

1. **Community members** include businesses, parents, Career Technical Student Organization (CTSO) Alumni or boosters, legislators, associations, and government agencies.
2. **Means of communication** may include any of the following: e-newsletters, other printed media, radio/television, e-mail, social media, web page articles, podcasts, community events, etc.
3. **School Partners:** Administration, school board, counselors, teachers, classified staff.
4. **Business and Industry Stakeholders:** Area Businesses and industry, agencies (e.g. Extension, Soil and Water, Fair Board, others).
5. **Community and industry activities** might include events sponsored by the Chamber of Commerce, fair boards, university extension, commodity associations, business trade organizations, etc.

Standard 3: Program Planning and Evaluation

1. **Performance data relative to state and federal performance measures** include (1) Assessment of technical skills attainment via end-of-course assessments, (2) Ohio Graduation Testing, (3) follow-up placement, (4) graduation rate, (5) attendance, and (6) industry credential.
2. **Recommended local performance data elements** that can be collected for use in program improvement include: (1) student performance on local assessments, (2) student demographics (gender, race, disability), (3) student enrollment, and (4) student retention.
3. **Economic data** related to student experiential learning (e.g. Supervised Agricultural Experience (SAE), internship, apprenticeship) is a critical source of performance information. Collection of this data is extremely useful and highly recommended
4. **Community** is defined as those businesses, non-profit organizations, parents, students, government agencies, post-secondary institutions who have a stake in the quality of the program and the success of students.
5. **Advisory committee membership** should be based primarily on those businesses in the community that the program serves. In addition membership should include representatives from postsecondary institutions. Other representatives may be drawn from other stakeholder groups in the school district.

Standard 4: Quality Educators that Contribute to the Profession

1. **Instructor is highly qualified,** seeks continuous professional improvement, and is active in school and community activities.
2. **Activities** for this instrument are beyond the local bargaining unit.

3. **Advanced Degree** is the next level of education above where teacher entered the profession as defined by their local professional development committee and an accredited post-secondary institution.
4. **Industry Credential** may be defined as being recognized within industry of having advanced knowledge and technical skill in a given field.
5. **Innovative resources to curriculum efforts** include task forces, state committees, and education initiatives above the local level.
6. **Community and industry activities** may include Chamber of Commerce, fair boards, extension programs, commodity associations, etc.

Standard 5: Curriculum and Program Design

1. **Articulation Agreement** refers to written and signed formal agreement for course and/or tuition credit between a high school and post-secondary institutions.
2. **Shared instructional resources** include teachers, equipment, curriculum materials, job shadow/cooperative learning sites, etc.
3. **Program of Study** design is challenging technical coursework and high-level academics that support Ohio's graduation requirements while preparing students for postsecondary education and the 21st Century workplace
4. **Course of Study** by definition includes A&E and industry content standards, a yearly plan for instruction, and a detailed sequenced secondary program of study course outline.
5. **CTSO is abbreviated for Career-Technical Student Organization (e.g. FFA, FCCLA, DECA, SKILLSUSA, BPA).**

Standard #6: Instruction

1. **Student achievement** is greatly influenced by the instruction provided through the career-technical education program.
2. **Instruction** combines a number of essential factors including methods, materials, resources, and strategies that are managed by instructional personnel
3. **Effective instruction** contributes to and enhances high academic achievement for all students.

Standard #7: Assessment

1. **Career Development/Skills Events** are interpreted to be any CTSO affiliated career development/skills event but may also include events that are similar in nature including the Envirothon, Ohio Junior Horticulture Events, etc.
2. **Concentrator** is a student who has completed a minimum of 50% of a career-technical education program and enrolled in additional courses.
3. **Phases of Instructional Program** include the classroom, laboratory, and experiential learning programs.
4. **Benchmark** refers to the passing score on a test or other type of assessment.

Standard #8: Experiential Learning Experience Programs

1. **Students' Experiential Learning Experience Program:** Programs may include exploratory, entrepreneurship, placement, research/experimentation/analysis, directed lab, internships and apprenticeships.
2. **Scope**: Increase level of responsibility, decision making, complexity, and supervision of employees.
3. **Size**: Increase in acreage, number of domesticated and non-domesticated animals, hours worked, laboratory responsibility, entrepreneurial growth.
4. **Experiential Learning Experience Planning** includes (but is not limited to) selection of experience, enterprise agreements, work agreements, budgets, and inventories.
5. **Regularly Scheduled Supervisory Visits**: All teachers are expected to make supervisory visits to each student.
6. **Adequate Resource** includes (but are not limited) to extended programming days, planning period, conference period, and mileage reimbursement.
7. **Supervisory Records and Evidence** includes (but are not limited) to experiential learning experience rubric, record books, photos, experience log, employer summary, teacher evaluation and accountability device/instrument.

8. **Record Keeping System**: Can use either AET Tracker, Microsoft/Apple Spreadsheets, or versions of Ohio Enterprise Record Books

Standard #9: Leadership Development / CTSO

1. **Chapter Level CTSO Programs and Activities**: community service, student development, chapter development (reference National POA for categories).
2. **CTSO Activities** include (but are not limited to) CTSO Camp, State Convention, National Convention, career development events, skills events, leadership nights, district officer training, Chapter Officer Leadership Training Conference (COLT), Made For Excellence, and Washington Leadership Conference.
3. **CTSO Programs** include (but are not limited to) degrees, proficiency awards, and National Chapter Award.
4. **Program of Activities Divisions** includes student development, chapter development and community development.
5. **CTSO business meetings** should occur on a regular basis.
6. **Officers' responsibilities** are outlined in the local CTSO constitution.
7. **The local CTSO Constitution** documents general operations with regard to structure, membership, degrees, officer responsibilities and decision making.

Standard #10: Student Access

1. **Admission requirements that limit enrollment**: Unreasonable prerequisites, agriculture or other type of background required, must have an established experiential learning experience program when entering the program, GPA requirements, perceived behavior issues, unwritten limitations based on a student's disability.
2. **All students** should be eligible to be served in a career-technical education program regardless of race, gender, disabilities or socioeconomic status.
3. **All students** are capable of high levels of achievement.
4. **Retention**: Current students enroll in the next course of the sequence of courses.