

## Administration Program Evaluation Questionnaire

Reporting Date:

Local Education Agency (LEA):

Administrator:

Completed By:

E-mail:

### **Standard 1 - Instructional Planning and Organization**

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) Does the school have a strategic plan or stated institutional purpose which includes a commitment to career and technical education? (Suggest reviewing strategic plan.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Does administration exhibit a commitment to career and technical education? (Suggest reviewing promotional material.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is a process in place which allows opportunity for discussion of career and technical education at the administrative level? (Suggest reviewing strategic planning process.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Does the administration ensure that all accreditation processes involving career and technical education programs are complete? (Suggest reviewing institutional accreditation reports.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Does the administration use CTE performance data in STARS to make program decisions? (Suggest reviewing STARS Output Reports and Yearly Performance Levels.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Are programs of study in place for CTE programs? (Suggest reviewing Perkins Five-Year Plan.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) As required by state statute, are two unit coordinated plans of study in place for CTE programs to meet the required units and the career and technical education scholarship requirements? (Suggest reviewing CTE Coordinated Plans of Study and local curriculum.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Are CTE end of program technical skills assessments in place and used where available and appropriate? (Suggest reviewing CTE website and local practices.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) Describe the school's strengths for instructional planning and organization: <input style="width: 100%; height: 50px;" type="text"/>				
10) Describe the school's improvement opportunities for instructional planning and organization: <input style="width: 100%; height: 50px;" type="text"/>				

**Standard 2 - Instructional Materials Utilization**

S=Strength M=Meets Expectations

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	S	M	I	NA
1) Does career and technical education instructional materials follow the guidelines and CTE program standards for the instructional programs and are technical skills assessments in place or planned to measure performance against those standards? (Suggest reviewing instructional materials.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Does the school follow a schedule for replacement and updating of instructional materials? (Suggest reviewing materials and policy manual.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Describe the school's strengths for instructional materials utilization:	<div style="border: 1px solid black; height: 60px; width: 100%;"></div>			
4) Describe the school's improvement opportunities for instructional materials utilization:				

**Standard 3 - Instructional Personnel**

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	S	M	I	NA
1) Does the school review policies involving appropriate credentialing of instructors? (Suggest reviewing personnel policies.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Does the school promote professional development and attendance at CTE sponsored conferences? (Suggest reviewing opportunities and funding for past year's activities by instructors.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Does the school provide sufficient administrative and support services to plan and conduct quality career and technical education programs? (Suggest reviewing organizational chart and job descriptions.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Describe the school's strengths for instructional personnel:	<div style="border: 1px solid black; height: 60px; width: 100%;"></div>			
5) Describe the school's improvement opportunities for instructional personnel:				

**Standard 4 - Enrollment and Student-Teacher Ratio**

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	S	M	I	NA
1) Are enrollment and class sizes in compliance with the State Board for Career and Technical Education guidelines? (Suggest reviewing enrollment by program for past three years and check class sizes.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Describe the school's strengths for enrollment and student-teacher ratio:				
3) Describe the school's improvement opportunities for enrollment and student-teacher ratio:				

**Standard 5 - Equipment and Supplies**

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) Is there an established budget for each career and technical education program? (Suggest reviewing institutional budget.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Are equipment and supplies reflective of current and emerging technology used in business and industry? (Suggest discussing availability of funds for updating and upgrading equipment.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is a current inventory of equipment and/or tools on file and update annually? (Suggest reviewing equipment inventory.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Describe the school's strengths for equipment and supplies:				
5) Describe the school's improvement opportunities for equipment and supplies:				

**Standard 6 - Instructional Facilities**

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	S	M	I	NA
1) Is the size of the facility and number of training stations adequate to ensure safe, quality education and training in relation to the program's objectives? (Suggest analyzing the size of the classrooms and the number of students per class.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Are the facilities properly maintained to provide an environment conducive to learning and working? (Suggest observing maintenance of the facility in terms of painting, repair work, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Are facilities barrier-free to accommodate students with disabilities? (Suggest reviewing facilities for special features or modifications to accommodate students with disabilities.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Are facilities arranged in such a manner as to maximize the career and technical education function and student safety? (Suggest reviewing institutional accreditation reports.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Describe the school's strengths for instructional facilities:  <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
6) Describe the school's improvement opportunities for instructional facilities:  <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				

**Standard 7 - Safety and Sanitation Training and Practices**

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	S	M	I	NA
1) Does the school have in place and adhere to a system-wide safety and sanitation policy? (Suggest reviewing institutional safety and sanitation policies.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Has the school been inspected by outside sources (i.e. Fire Marshal, OSHA Inspectors) to obtain assistance in keeping in compliance with various safety and sanitation codes? (Suggest visiting with physical plant supervisor, transportation staff, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Describe the school's strengths for safety and sanitation training and practices:  <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
4) Describe the school's improvement opportunities for safety and sanitation training and practices:  <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				

**Standard 8 - Program Advisory Committee and Community Relations**

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	S	M	I	NA
1) Have administrative leaders been involved in community activities as representatives of the school for purposes related to career and technical education? (Suggest reviewing community functions.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Does administration inform the community about goals, activities, staff awards, student achievement, etc. related to career and technical education? (Suggest reviewing publications, media interviews, news bulletins, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Does administration encourage instructors and staff to use advisory committees to ensure appropriateness of course content? (Suggest reviewing ways in which the encouragement is done.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Does the school have a public relations plan? (Suggest reviewing public relations plan.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Describe the school's strengths for program advisory committee and community relations:				
6) Describe the school's improvement opportunities for program advisory committee and community relations:				

**Standard 9 - Leadership Development Opportunities/Career and Technical Student Organization**

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	S	M	I	NA
1) Does administration encourage career and technical student organizations and the leadership efforts of these organizations? (Suggest reviewing publications, programs, planning strategies, etc., which provide evidence of encouragement.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Are time and resources provided to support the activities of the chapter advisor? (Suggest reviewing budget, policy manual and negotiated agreement.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Describe the school's strengths for leadership development opportunities/career and technical student organization:				
4) Describe the school's improvement opportunities for leadership development opportunities/career and technical student organization:				

**Standard 10 - Workplace Experience/Cooperative Learning Experience**

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	S	M	I	NA
1) Is administration involved in ensuring that work-based learning is given adequate priority? (Suggest interviewing administrator and reviewing institutional goals, mission statement, strategic plans, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Is administration familiar with federal and state policies related to various coordination activities? (Suggest reviewing official documents and promotional material.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Describe the school's strengths for workplace experience/cooperative learning experience:				
4) Describe the school's improvement opportunities for workplace experience/cooperative learning experience:				

**Standard 11 - Special Populations**

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	S	M	I	NA
1) Is the program prepared to respond to the needs of special population students? (Suggest reviewing instructional methods and adaptations.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Is teaching/tutoring assistance available to special population students? (Suggest reviewing teacher observation, student schedules and staffing patterns.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Are facilities barrier-free to accommodate students with disabilities? (Suggest reviewing facilities.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Does the advisory committee provide input on innovative instructional techniques, learning systems and instructional aids as necessary for the success of special population students? (Suggest reviewing minutes of recent meetings.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Has the program been successful in involving special population students in career and technical student organizations? (Suggest review CTSO membership.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Describe the school's strengths for special populations:				
7) Describe the school's improvement opportunities for special populations:				

**Standard 12 - Educational Equity**

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	S	M	I	NA
1) Are strategies in place for recruitment and retention of nontraditional students? Note: Equal access to your classroom by female and male students is presumed. (Suggest reviewing enrollment and retention data and CTSO membership.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Is the classroom and/or laboratory a safe and welcoming environment for female and male students? (Suggest reviewing classroom environment for safety, cleanliness, bias-free materials and media.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Does the program's career education component feature nontraditional careers? (Suggest reviewing career fair activities, field trips, instructional media.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Is the program's advisory committee gender balanced? (Suggest reviewing advisory committee membership.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Are students encouraged to participate in nontraditional occupational experiences? (Suggest reviewing job shadowing/internships/coop placements.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Describe the school's strengths for educational equity:  <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
7) Describe the school's improvement opportunities for educational equity:  <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				