

Business & Office Technology 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) To what extent is curriculum aligned with the ND Standards for Business and Office Technology and business/industry certification standards? (Suggest reviewing curriculum standards and discussing local procedures for curriculum development.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) To what extent are appropriate academic skills (math, English, etc.) and workplace skills (teamwork, communication, etc.) integrated into all course offerings? (Suggest reviewing curriculum.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) To what extent is a plan in place that addresses curriculum and technology updates along with a plan to replace instructional materials that coordinate with those updates? (Suggest reviewing technology plans and instructional plans.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) To what extent are financial resources adequate to support the program? (Suggest reviewing budget and discussing availability of funds for operating all aspects of the program.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) To what extent are course descriptions in place that reflect the teaching of employability and occupational-related skills? (Suggest reviewing elementary, middle school, and postsecondary curriculum offerings.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) To what extent is the program part of an articulated K-12 (or K-14) keyboarding and computer instructional plan? (Suggest reviewing elementary, middle school, and postsecondary curriculum offerings.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) To what extent is a Program of Study in place? (Suggest reviewing Perkins Five-Year Plan.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) To what extent, as required by state statute, are two-unit coordinated Plans of Study in place that 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"/>
9) Describe the program's strengths for instructional planning and organization: <input style="width: 100%; height: 50px;" type="text"/>				
10) Describe the program'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

I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) To what extent do instructional materials support the ND Standards for Business and Office Technology and business/Industry certification standards? (Suggest reviewing instructional materials and resources available to the program.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) To what extent are instructional materials adapted to meet individual needs, interests, and rates of learning? (Suggest reviewing instructional materials and lesson plans.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) To what extent are appropriate and up-to-date instructional technologies used (computer software, related technological tools, etc.)? (Suggest reviewing instructional materials and lesson plans.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) To what extent is appropriate use made of instructional materials that support business/industry certification so that students are afforded the opportunity to obtain certification credentials? (Suggest reviewing instructional materials, evaluation criteria, and course descriptions in advanced computer courses.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Describe the program's strengths for instructional materials utilization:				
6) Describe the program's improvement opportunities for instructional materials utilization:				

Standard 3 - Instructional Personnel

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) To what extent does the faculty hold the appropriate license/credential required for Business and Office Technology? (Suggest reviewing teacher licensing and CTE certification status.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) To what extent does the faculty participate in career and technical education conferences, professional association conferences, college courses, professional development meetings, or other types of training? (Suggest reviewing technology and professional growth activities for the past few years.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) To what extent is the faculty involved in related professional organizations? (Suggest reviewing professional organization memberships and types of involvement.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) To what extent does the faculty work cooperatively with other faculty to correlate the instructional program with other subject areas? (Suggest reviewing cooperative activities.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) To what extent does the faculty maintain a positive relationship with the school and community? (Suggest identifying instructors' relationships with key individuals that pertain to the program.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Describe the program's strengths for instructional personnel:				
7) Describe the program's improvement opportunities for instructional personnel:				

Standard 4 - Enrollment and Student-Teacher Ratio

S=Strength **M**=Meets Expectations

I=Improvement Opportunity **NA**=Not Applicable

	S	M	I	NA
1) To what extent are enrollment and class sizes in compliance with the Department of Career and Technical Education guidelines? (Suggest reviewing CTE guidelines and enrollment in each class.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) To what extent are class sizes appropriate to the size of the facility and number of workstations? (Suggest reviewing class to ratio of workstations.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) To what extent does the recruitment information ensure that students, counselors, administrators, and parents are made aware of the goals, objectives, activities, prerequisites, and career opportunities available to students? (Suggest reviewing recruitment efforts and materials.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) To what extent are classes scheduled to avoid conflicts with other required graduation courses? (Suggest reviewing master schedule.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Describe the program's strengths for enrollment and student-teacher ratio: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
6) Describe the program's improvement opportunities for enrollment and student-teacher ratio: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				

Standard 5 - Equipment and Supplies

S=Strength **M**=Meets Expectations

I=Improvement Opportunity **NA**=Not Applicable

	S	M	I	NA
1) To what extent is the quantity and quality of equipment and workstations adequate to support the study needs of each student? (Suggest reviewing the equipment and workstations in relation to the number of students enrolled in each class.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) To what extent is a current inventory of equipment, software, licenses, and courseware on file and updated annually? (Suggest reviewing equipment inventory.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) To what extent do equipment, instructional materials, and software reflect current and emerging business technology? (Suggest reviewing equipment and instructional materials to determine if they simulate that used in industry.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) To what extent are there procedures and sufficient funds available for replacement and/or immediate repair of malfunctioning equipment? (Suggest reviewing budget allotment, computer replacement plans, and availability of technology coordinator for maintenance/repair needs.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Describe the program's strengths for equipment and supplies: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
6) Describe the program's improvement opportunities for equipment and supplies: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				

Standard 6 - Instructional Facilities

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	S	M	I	NA
1) To what extent is the size of the facility and number of workstations adequate to ensure safe and quality education and training in relation to the program's objectives? (Suggest observing size of the classroom and the number of students per class.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) To what extent is storage space for supplies, projects, equipment, and materials sufficient for the program? (Suggest reviewing storage space.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) To what extent are the facilities being properly maintained in order to provide an environment conducive to learning and working? (Suggest observing facility maintenance in terms of proper maintenance, repair work, comfortable climate control, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) To what extent does each classroom have adequate electrical, Internet, and network connections? (Suggest observing facility.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Describe the program's strengths for instructional facilities:				
6) Describe the program's improvement opportunities for instructional facilities:				

Standard 7 - Safety and Sanitation Training and Practices

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	S	M	I	NA
1) To what extent is appropriate safety/sanitation instruction planned, presented, demonstrated, and practiced by the teacher during instructional and lab activities? (Suggest reviewing safety/sanitation units being taught and observing lab processes.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) To what extent are classrooms and storage areas arranged to emphasize safety? (Suggest observing facilities.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) To what extent are network and computer connections appropriately maintained and housed in order to provide an environment that is safe and conducive to learning? (Suggest checking connections in classrooms.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) To what extent is the facility adequate in terms of size, temperature, lighting, ventilation, dust control, and noise control in order to provide an environment that is safe and conducive to learning? (Suggest checking classrooms.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Describe the program's strengths for safety and sanitation training and practices:				
6) Describe the program's improvement opportunities for safety and sanitation training and practices:				

Standard 8 - Program Advisory Committee and Community Relations

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	S	M	I	NA
1) To what extent does the program's advisory committee meet as a group in scheduled meetings at least twice yearly, maintain minutes of meetings, provide recommendations for program improvement, and receive feedback on actions taken from recommendations? (Suggest reviewing advisory committee minutes.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) To what extent does the advisory committee include representation from school personnel, parents, and appropriate community, business, and industry professionals? (Suggest reviewing list of committee members.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) To what extent are the recommendations from the advisory committee acted upon and/or incorporated into the curriculum, with the result related to committee members? (Suggest reviewing recent minutes for recommendations.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Describe the program's strengths for program advisory committee and community relations:				
5) Describe the program'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) To what extent are leadership and/or FBLA-PBL activities integrated into the instructional program? (Suggest reviewing how CTSO and/or leadership activities are incorporated into the instructional delivery system.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) To what extent is each student afforded the opportunity and encouraged to become an active member of FBLA-PBL? (Suggest reviewing membership development and recruitment.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) To what extent is each FBLA member provided the opportunity to participate in local, state, and national leadership, career, and personal development activities? (Suggest reviewing chapter requirements for participating in conferences, proficiency events, and chapter activities.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) To what extent does the administration allocate time, recognition, and support for FBLA-PBL meetings, programs, and activities? (Suggest reviewing how integral FBLA-PBL is to the overall program.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) To what extent does the FBLA-PBL chapter maintain an annual written program of work that reflects a balance among educational programs, service projects, and social activities? (Suggest reviewing chapter program of work.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) If no FBLA-PBL chapter exists, to what extent are leadership development opportunities provided to students by other means? (Suggest reviewing service learning and other opportunities for students to take learning beyond the classroom.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Describe the program's strengths for leadership development opportunities/career and technical student organization:				
8) Describe the program'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) To what extent does each student enrolled in the program have the opportunity to participate in workplace learning experiences or a cooperative education program? (Suggest reviewing work-based learning opportunities.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) To what extent are training agreements, training plans, and other appropriate documentation signed and on file for each student enrolled in a cooperative education program? (Suggest reviewing documentation for each student participating in work-based experience.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) To what extent is time provided in the instructor's schedule to coordinate and supervise students participating in cooperative education? (Suggest reviewing master schedule.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) To what extent does each student have an opportunity to compile a resume, complete a job application, prepare for a job search, and complete other relevant applications as part of the instructional program? (Suggest reviewing career-planning activities, work-based learning practices, and job search assistance.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Describe the program's strengths for workplace experience/cooperative learning experience:				
6) Describe the program's improvement opportunities for workplace experience/cooperative learning experience:				

Standard 11 - Special Populations

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I=Improvement Opportunity NA=Not Applicable

	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 program's strengths for special populations:				
7) Describe the program's improvement opportunities for special populations:				

Standard 12 - Educational Equity

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

	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 program's strengths for educational equity: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
7) Describe the program's improvement opportunities for educational equity: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				