

## Career Development 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

	<b>S</b>	<b>M</b>	<b>I</b>	<b>NA</b>
1) To what extent does the school provide an identifiable comprehensive career development counseling program for all students that addresses the ND Career Development Content Standards? (Suggest reviewing Program of Work, manuals/guides that include a description of curriculum and services provided, and follow-up reports.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) To what extent does the program have a current ND Career Development Content Standards based Program of Work (POW) and annual reports on file in the school's administrative and state supervisor's offices? (Suggest reviewing POW for content, timelines, and weekly/monthly schedules.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) To what extent are the following addressed in the program's POW: individual student 4-6 year plans of study, state scholarship requirements (including the two-unit coordinated plans of study), and current ND High School Graduation requirements? (Suggest reviewing CTE Coordinated Plans of Study, program POW and local curriculum.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Is a developmentally appropriate assessment (testing) program in place, and documented on the Program of Work, that assesses students' interests, aptitudes and achievement and includes interpretation of results to students and other appropriate entities? (Suggest reviewing types of tests, grade level delivered and procedures for dissemination and interpretation of results.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) To what extent is a plan (including schedule or timeline) for the delivery of developmentally and sequentially appropriate career development curriculum for all students in place? (Suggest reviewing group/classroom activity samples and timeline for each grade level.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Describe the program's strengths for instructional planning and organization:  <input style="width: 100%; height: 50px;" type="text"/>				
7) 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) Do the career development materials support the state-approved career development standards and guidelines? (Suggest reviewing instructional materials.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Have local, federal or other funds been utilized for the purchase of instructional materials? (Suggest reviewing budget.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Has a career resource center been established and is it easily accessible for students, instructors, and public use? (Suggest reviewing both electronic and hard copy career information materials for content and availability.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Is a computer-assisted guidance program in place with ready access to computer hardware and Internet capabilities? (Suggest reviewing hardware, career guidance software, computer labs and lab schedules.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Is an electronic or paper career portfolio system, including current individual plans of study, in place? (Suggest reviewing career portfolio system for accessibility and scheduled updating by students.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Describe the program's strengths for instructional materials utilization:     				
7) 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) Does the counselor hold the appropriate license or credential in his/her specific field? (Suggest reviewing teaching license/credential and/or resume.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Does the counselor attend summer conferences, conventions, professional improvement meetings or other sources of training? (Suggest reviewing instructor's technological and professional growth activities.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Has the counselor developed and utilized methods to ensure that administrators are familiar with the goals, objectives and activities of the program? (Suggest reviewing procedures used for informing administrators about the program goals and objectives.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Does the program work harmoniously with other faculty and correlate with other subject areas? (Suggest reviewing personnel available and discuss use of these services.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Does the instructor hold leadership positions within professional and/or community organizations? (Suggest reviewing community involvement and professional leadership activities.)	<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) Are enrollment and class sizes in compliance with ND Career Development guidelines? (Suggest reviewing enrollment by program for past three years; recommend 300:1 ratio.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Are efforts made to help students enroll in dual credit courses or articulate to postsecondary and/or other skill training programs? (Suggest discussing dual credit and articulated programs.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Are all students given the opportunity to enroll in appropriate academic and technical courses that prepare them for high skill/high wage occupations in their career cluster of choice? (Suggest reviewing student 4/6 year plans.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Describe the program's strengths for enrollment and student-teacher ratio:				
5) Describe the program'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 the program? (Suggest reviewing the local career development program budget and discussing the availability of funds for updating and upgrading equipment and materials.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Is a current inventory of equipment and/or materials on file and updated annually? (Suggest reviewing equipment inventory.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is equipment available to support the latest technology utilized in the career development program? (Suggest observing equipment to determine its effectiveness, computer technology, Internet materials, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Describe the program's strengths for equipment and supplies:				
5) Describe the program's improvement opportunities for equipment and supplies:				

### Standard 6 - Instructional Facilities

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) To what extent does the size and arrangement of the program's office area ensure safety, accessibility, privacy and confidentiality, thereby creating an environment favorable to quality counseling in relation to the program's objectives? (Suggest observing size and arrangement of office facility.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Have the office facilities been properly maintained to provide an environment conducive to learning and working? (Suggest observing maintenance of the facility.)	<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) Does the office space provided include the following: a computer, printer, telephone, desk, file cabinet and sufficient functional storage space for program materials, supplies, equipment and projects? (Suggest observing office and storage space.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Describe the program's strengths for instructional facilities:	<div style="border: 1px solid black; height: 60px;"></div>			
6) Describe the program's improvement opportunities for instructional facilities:				

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

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) Does the program's office and/or career center provide adequate ventilation, heating, light and noise control to provide a safe environment conducive to the program? (Suggest reviewing facility for proper heating, cooling, lighting, noise and ventilation.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Describe the program's strengths for safety and sanitation training and practices:	<div style="border: 1px solid black; height: 60px;"></div>			
3) Describe the program's improvement opportunities for safety and sanitation training and practices:				

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

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) Does the program's advisory committee meet as required (a minimum of two times yearly), maintain and submit minutes of each meeting and provide recommendations for program improvements? (Suggest reviewing most recent advisory committee minutes and review action taken on previous committee recommendations.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Does the advisory committee include a balanced representation of counselors, parents, teachers, appropriate business and industry personnel, individuals representing special needs populations and reflect appropriate gender balance? (Suggest reviewing list of committee members.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Are recommendations from the advisory committee relayed to all committee members as well as to school administration and board members for consideration for inclusion into program curriculum? (Suggest reviewing minutes of recent meetings and changes in the program's materials and equipment as a result of committee recommendations.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) To what extent are informative materials/meetings used to enlighten educators, parents, students, business/industry and the general public concerning the program? (Suggest reviewing new releases, brochures, posters, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Describe the program's strengths for program advisory committee and community relations:  <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
6) Describe the program's improvement opportunities for program advisory committee and community relations:  <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				

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

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) Does the career development program encourage student participation in career and technical student organizations and the leadership efforts of these organizations? (Suggest reviewing student organization support.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Describe the program's strengths for leadership development opportunities/career and technical student organization:  <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
3) Describe the program's improvement opportunities for leadership development opportunities/career and technical student organization:  <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				

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

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) Does the program provide leadership and support for work-based educational experiences such as job shadowing, externships, career day, college days and cooperative work experiences? (Suggest reviewing programs that support work-based educational experiences.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Describe the program's strengths for workplace experience/cooperative learning experience:				
3) Describe the program's improvement opportunities for workplace experience/cooperative learning experience:				

### Standard 11 - Special Populations

S=Strength M=Meets Expectations

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>				