

Diversified Occupations 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 instructional planning and organization provide adequate opportunity for occupational experience (shadowing, work-based learning, apprenticeship, cooperative education) for each student to develop the necessary skills and competencies needed for employment? (Suggest reviewing curriculum and annual instructional plan.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Is instruction directed toward appropriate and clearly formulated objectives developed with input from partnerships such as community, business and industry and local administration? (Suggest reviewing program objectives, curriculum and minutes from meetings.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is a well-defined course description or syllabus on file that reflects the teaching of employability and occupationally related skills and is a copy given to each student at the beginning of the course? (Suggest reviewing course description and/or syllabus.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Does evidence exist pertaining to the students' attainment of objectives measured by an evaluation system that includes both school-based and work-based performance? (Suggest reviewing grade book and training plan/evaluation and/or student files.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Is curriculum enriched with related resources (audio-visuals, guest speakers, field trips, other community resources, CD-ROM)? (Suggest reviewing lesson plans to identify resources used to supplement curriculum.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Is there a sequence of two credits available for students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Describe the program's strengths for instructional planning and organization: <input style="width: 100%; height: 50px;" type="text"/>				
8) Describe the program's improvement opportunities for instructional planning and organization: <input style="width: 100%; height: 50px;" type="text"/>				

Standard 2 - Instructional Materials Utilization

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	S	M	I	NA
1) Is curriculum based on the principles and concepts of career exploration and do instructional materials support the guidelines for the program? (Suggest reviewing instructional materials.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Are instructional materials and equipment adapted to meet individual needs, interests and rate of learning? (Suggest reviewing materials to determine appropriateness and how they have been adapted.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is appropriate instructional technology, such as computer software, CD-ROM, videos and reference materials, used to enhance instruction? (Suggest reviewing technology utilized for instructional purposes.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Are comprehensive career education materials available to ensure knowledge of high-wage, high-skill careers including non-traditional careers? (Suggest reviewing career education resources.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Does the curriculum ensure that student performance is measured on the basis of occupational competencies? (Suggest reviewing curriculum, teaching methodologies and student assessment methods.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Describe the program's strengths for instructional materials utilization:	<div style="border: 1px solid black; height: 60px;"></div>			
7) Describe the program's improvement opportunities for instructional materials utilization:				

Standard 3 - Instructional Personnel

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	S	M	I	NA
1) Does the instructor hold the appropriate license and career credential for Diversified Occupations? (Suggest reviewing instructor's license/credential.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Does the instructor participate in career-technical conferences, professional association conventions, college courses, professional development meetings or other types of training? (Suggest reviewing instructor's technological and professional growth activities for the past year.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Does the instructor maintain memberships in related professional organizations? (Suggest reviewing instructor's professional organization memberships.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Does the instructor work cooperatively with other faculty, advisory committee and members of the community? (Suggest reviewing cooperative activities.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Describe the program's strengths for instructional personnel:	<div style="border: 1px solid black; height: 60px;"></div>			
6) Describe the program'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) Are efforts made to articulate students to other educational programs according to their interests and abilities/aptitudes? (Suggest reviewing articulation plans with appropriate key individuals.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) the retention rate maintained at an appropriate level? (Suggest reviewing the number of students returning from the first year to consecutive years.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Are recruitment efforts focused on the needs, interests and career objectives of the students in response to the needs of the business community? (Suggest reviewing recruitment efforts with advisory committee.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Describe the program's strengths for enrollment and student-teacher ratio: 				
6) Describe the program's improvement opportunities for enrollment and student-teacher ratio: 				

Standard 5 - Equipment and Supplies

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	S	M	I	NA
1) Is the program adequately equipped to support the independent study needs of the largest class of students? (Suggest observing equipment and training stations in relation to students' study needs.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Are equipment and/or supplies reflective of current and emerging technology used in business and industry? (Suggest reviewing budgets for updating and upgrading equipment with advisory committee and administration.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is a current inventory of trainers, equipment and/or tools on file and updated annually? (Suggest reviewing equipment inventory.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Are procedures established and funds provided for replacement and/or immediate repair of malfunctioning equipment and/or tools? (Suggest reviewing procedures for repair and/or replacement of equipment. Review long-range plan and/or budget.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Describe the program's strengths for equipment and supplies: 				
6) Describe the program's improvement opportunities for equipment and supplies: 				

Standard 6 - Instructional Facilities

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	S	M	I	NA
1) Are facility size and the number of training stations adequate to ensure safety, supervision and quality education and training in relation to the program's objectives? (Suggest observing size and arrangement of classroom and the number of students per class. Review instructional plan in light of available facilities.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Does the facility provide an environment conducive to learning with sufficient chalkboard/markerboard and display space provided? (Suggest observing classroom.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is storage space functional and sufficient for instructional materials, supplies, equipment and projects? (Suggest observing resources and how they are stored.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Are facilities reviewed periodically and modified as needed to support enrollment in program developments and emerging technologies? (Suggest observing facility.)	<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

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	S	M	I	NA
1) Do facilities and safety requirements comply with local, state and federal safety regulations? (Suggest reviewing program health/safety equipment and training for compliance with OSHA.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Does equipment utilized meet all current state and federal safety and health regulations? (Suggest reviewing equipment available for use by students.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Does the facility provide adequate heat, light, ventilation, dust control and noise control to provide a safe environment for students? (Suggest reviewing facility.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Describe the program's strengths for safety and sanitation training and practices:	<div style="border: 1px solid black; height: 60px;"></div>			
5) 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) Does the program's advisory committee meet as a group in scheduled meetings twice yearly? (Suggest reviewing most recent advisory committee minutes.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Does the advisory committee include representation from school personnel, local area career-technical school representatives, parents and appropriate community, business and industry personnel? (Suggest reviewing list of committee members.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is information on program activities and accomplishments provided to audiences within the school and community? (Suggest reviewing program brochures, informational presentations by instructor or others, news articles and other program marketing materials and activities.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Does the advisory committee assist with planning, implementing and the evaluation of the program through such activities as advising on curriculum, addressing industry needs and promoting the importance of the program? (Suggest reviewing minutes of recent advisory committee meetings.)	<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;"></div>			
6) Describe the program's improvement opportunities for program advisory committee and community relations:				

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

Standard 9 is not applicable to Diversified Occupations.

Standard 10 - Workplace Experience/Cooperative Learning Experience

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	S	M	I	NA
1) Are training agreements, training plans and other appropriate documentation signed and on file for each student enrolled in work-based experience? (Suggest reviewing documentation for each student participating in a work-based experience.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Does an employer complete a written evaluation of student's progress for each grading period? (Suggest reviewing training plan/evaluation sheet.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is there documented evidence of a minimum of one visitation per grading period to all training stations by the instructor? (Suggest reviewing coordination handbook.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Is time provided in the instructor's schedule to coordinate work-based learning (including time to visit students and employers at the work site)? (Suggest reviewing master teaching schedule.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Describe the program's strengths for workplace experience/cooperative learning experience:	<div style="border: 1px solid black; height: 60px;"></div>			
6) Describe the program'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 program's strengths for special populations:				
7) Describe the program'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 program's strengths for educational equity:				
7) Describe the program's improvement opportunities for educational equity:				