

# CTE Program Evaluation Questionnaire

## Family & Consumer Sciences-Secondary Occupations

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 Framework for Secondary Curriculum in Family and Consumer Sciences (2006) and the ND Standards for Family and Consumer Sciences Education (Adopted 2008)? (Suggest reviewing curriculum and discussing local procedures for curriculum development.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) To what extent are work-based task lists based on and validated by industry standards? (Suggest reviewing the validation process.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) To what extent are career information and job-seeking skills incorporated into all course offerings? (Suggest reviewing curriculum.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) To what extent are appropriate academic skills (communication, math, science) integrated into all course offerings? (Suggest reviewing curriculum and the ND Academic Crosswalks for Family and Consumer Sciences, adopted 2008.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) To what extent is the instructor able to access information on individual students in order to develop appropriate instructional plans for each student? (Suggest reviewing sources of information available to instructor.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) 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"/>
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 program's strengths for instructional planning and organization: <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div>				
10) Describe the program's improvement opportunities for instructional planning and organization: <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div>				

## **Standard 2 - Instructional Materials Utilization**

**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 are appropriate instructional resources and current technology provided and utilized to support the curriculum and enhance instruction? (Suggest reviewing resources available to the program.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) To what extent are instructional materials organized for easy access? (Suggest reviewing resources storage system.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) To what extent does the LEA hold the proper licenses and follow the appropriate policies for use of copyrighted software and courseware in the instructional program? (Suggest reviewing software licensing agreements and review photocopying and videotaping policies and practices.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Describe the program's strengths for instructional materials utilization:				
5) 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

	<b>S</b>	<b>M</b>	<b>I</b>	<b>NA</b>
1) To what extent does the instructor have recent work experience in the field for which training is being provided? (Suggest reviewing instructor's work experience records and plans.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) To what extent does the instructor participate in career and technical education 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) To what extent is the instructor 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 are other school personnel utilized to meet the needs of students and programs? (Suggest reviewing services and resources available to assist students and the methods by which instructors and/or students access these resources.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) To what extent does the instructor work cooperatively with other faculty and correlate the instructional program with other subject areas? (Suggest reviewing cooperative 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) To what extent are enrollment and class sizes in compliance with the Department of 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) To what extent are class sizes appropriate to the size of the facilities and number of workstations? (Suggest observing flow of activity during classes, especially during laboratory activities.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) To what extent does program information ensure that students, school personnel, and parents are familiar with the goals, objectives, activities, and prerequisites of the program and career opportunities available to participants? (Suggest reviewing course descriptions and syllabi, informational brochures and display materials.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) To what extent are procedures in place to facilitate a student's transition from the secondary occupational program into advanced education and training programs? (Suggest reviewing articulation agreements and dual credit opportunities.)	<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

S=Strength M=Meets Expectations I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) To what extent are equipment and supplies representative of those currently used in business/industry? (Suggest observing equipment and supplies and reviewing advisory committee recommendations.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) To what extent are equipment and supplies adequate for the largest class of students? (Suggest observing equipment and training stations.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) To what extent are equipment and/or tool inventories current and regularly updated? (Suggest reviewing equipment and schedule or procedure for updating inventory.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) To what extent 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

S=Strength M=Meets Expectations I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) To what extent is 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) To what extent does the facility provide an environment conducive to learning and working? (Suggest observing provisions for lighting, ventilation, temperature control, dust and noise. Discuss maintenance of the facility in terms of painting, repair work, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) To what extent is space adequate and appropriate for instructor planning, record-keeping and conferring with students? (Suggest reviewing instructor's office.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) To what extent 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"/>
5) To what extent can the facility be adapted to accommodate a change in the direction of curriculum or to accommodate other changes/updates in equipment and instruction? (Suggest observing facility. Discuss district and/or instructor plans for program change.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Describe the program's strengths for instructional facilities: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
7) Describe the program'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

S=Strength M=Meets Expectations I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) To what extent is appropriate safety and sanitation instruction planned, presented, demonstrated, and practiced in instructional and laboratory activities? (Suggest reviewing safety instructional materials and observe laboratory processes.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) To what extent is successful completion of safety instruction documented for each student? (Suggest reviewing student records.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) To what extent are appropriate safety materials (such as first aid kit, universal precautions kit, fire extinguisher, eyewash station) readily accessible and clearly labeled? (Suggest checking facility for availability, locations and signage.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) To what extent are classrooms, laboratories and storage areas arranged to emphasize safety? (Suggest reviewing classrooms/labs.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) To what extent are regular safety checks of the department conducted? (Suggest reviewing facility and equipment for appropriate safety features and safety checklists.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) To what extent do facilities and equipment meet the safety and sanitation requirements of the industry for which training is being provided? (Suggest reviewing inspection reports and/or certificates and review advisory committee recommendations.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Describe the program's strengths for safety and sanitation training and practices: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
8) Describe the program'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

S=Strength M=Meets Expectations I=Improvement Opportunity NA=Not Applicable

	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 each meeting, provide recommendations for program improvements, and receive feedback on actions taken from recommendations? (Suggest reviewing most recent 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, current and former students, 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) To what extent 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) Describe the program's strengths for program advisory committee and community relations: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
5) 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) To what extent is each student afforded the opportunity and encouraged to become an active member of Family, Career and Community Leaders of America (FCCLA)? (Suggest reviewing membership development and recruitment.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) To what extent are FCCLA or other leadership activities an integral part of the instructional program? (Suggest reviewing how CTSO is incorporated into the instructional delivery system.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) To what extent is each FCCLA member provided the opportunity to attend and participate in local, state, and national leadership, career, and personal development activities? (Suggest reviewing chapter requirements for participating in district/state meetings, proficiency events, chapter activities, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) To what extent does the FCCLA 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"/>
5) If no FCCLA 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"/>
6) 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>				
7) 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) To what extent does each student have the opportunity to participate in planned work-based learning (job shadowing or other career exploration activities) related to program objectives? (Suggest reviewing work-based learning opportunities.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) To what extent are Training Agreement, Training Plan and other appropriate documentation signed and on file for each student participating 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"/>
3) To what extent 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"/>
4) Describe the program's strengths for workplace experience/cooperative learning experience: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
5) Describe the program's improvement opportunities for workplace experience/cooperative learning experience: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				

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

## 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 fairs, 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>				