

CTE Program Evaluation Questionnaire Health Careers

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) Is a strategic plan in place and revised annually that addresses curriculum/technology updates, professional development and equipment/supplies acquisition? (Suggest reviewing strategic plan, instructional plans, inventory and budget.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Is a defined course description or syllabus on file with course objectives written in measurable terms that includes the teaching of employability and occupationally related skills? (Suggest reviewing course description or syllabus.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is a classroom management system in use? (Suggest reviewing grading system and individual student files.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Are written policies available to students? (Suggest reviewing student handbook.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Are crosswalks completed (communication, math, science)? (Suggest reviewing lesson plans.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Describe the program's strengths for instructional planning and organization:				
7) Describe the program's improvement opportunities for instructional planning and organization:				

Standard 2 - Instructional Materials Utilization

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

	S	M	I	NA
1) Do instructional materials support the state-wide duty/task list/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) Have appropriate funds been budgeted and utilized for the purchase of 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) Is a filing system in place for easy access to instructional materials? (Suggest reviewing filing system.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Describe the program's strengths for instructional materials utilization: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
6) Describe the program's improvement opportunities for instructional materials utilization: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				

Standard 3 - Instructional Personnel

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	S	M	I	NA
1) Does the instructor hold the appropriate license/credential for his/her specific field? (Suggest reviewing instructor's license/credentials.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Does the instructor participate in career-technical conferences, professional association conventions, 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 to ensure that others are familiar with the program's goals and objectives, activities, prerequisites and enrollment guidelines? (Suggest reviewing marketing plans and materials.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Does the instructor participate in educational and community activities? (Suggest reviewing instructor's community involvement.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Describe the program's strengths for instructional personnel: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
7) Describe the program's improvement opportunities for instructional personnel: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				

Standard 4 - Enrollment and Student-Teacher Ratio

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	S	M	I	NA
1) 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"/>
2) Is criteria established for the selection/admission of students into the program? (Suggest reviewing admission requirements for students.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Describe the program's strengths for enrollment and student-teacher ratio:	<div style="border: 1px solid black; height: 60px;"></div>			
4) 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) Describe the program's strengths for equipment and supplies:	<div style="border: 1px solid black; height: 60px;"></div>			
4) 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) Is adequate office space provided that contains a computer, printer, telephone, desk, file cabinets and other necessary equipment? (Suggest observing office space.)	<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; width: 100%;"></div>				
6) 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

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	S	M	I	NA
1) Is an annual program safety audit conducted? (Suggest reviewing safety plans, national industry standards and safety signage.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Is there a safety inspection report conducted by an outside agency or organization on file? (Suggest reviewing reports by OSHA, ND Workers Compensation, Fire Department, Insurance Company.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Are student safety tests and instructions on hazardous material handling and right-to-know retained on file to verify that appropriate training has taken place? (Suggest reviewing student safety tests and location of Material Safety Data Sheets.)	<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; width: 100%;"></div>				
5) 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

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	S	M	I	NA
1) Does the program's advisory committee meet in scheduled meetings 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) 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) Describe the program's strengths for program advisory committee and community relations: 				
4) 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) Is each student afforded the opportunity and encouraged to become an active member in a career and technical student organization (SkillsUSA) or an industry sponsored professional organization? (Suggest reviewing membership development and recruitment.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Are career and technical student organization activities an integral part of the instructional program in the attainment and balance of the primary program objectives? (Suggest reviewing how CTSO is incorporated into the instructional delivery system.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is each CTSO member provided the opportunity to attend and participate in local, state and national leadership, career and personal development activities? (Suggest reviewing opportunities offered to members.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Describe the program's strengths for leadership development opportunities/career and technical student organization: 				
5) 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) Is appropriate documentation maintained to indicate that the instructor is actively involved with each work-based experience? (Suggest reviewing coordination activities and records.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Is there documented criteria used in the selection and evaluation of clinical facilities? (Suggest reviewing selection criteria of clinical facilities.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Does each student's evaluations of cooperating agencies indicate a supportive environment conducive to learning? (Suggest reviewing evaluations of cooperating agencies.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Describe the program's strengths for workplace experience/cooperative learning experience:				
5) 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 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: 				
7) Describe the program's improvement opportunities for educational equity: 				