

CTE Program Evaluation Questionnaire Information Technology

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 curriculum align to state and/or national standards?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Is a strategic plan in place that addresses curriculum updates and professional development?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is there evidence of integrating academic skills in the program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Is there evidence of integrating workplace skills (teamwork, communication) into the program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Describe the program's strengths for instructional planning and organization:				
6) 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) Are appropriate and up-to-date instructional technologies used?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Have other funds/donations/grants been used for the acquisition of materials and equipment? (Suggest reviewing budget.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is the curriculum enriched with related resources (guest speakers, field trips, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Describe the program's strengths for instructional materials utilization:	<input type="text"/>			
5) 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 participate in professional development opportunities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Does the instructor maintain membership in professional organization(s)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Describe the program's strengths for instructional personnel:	<input type="text"/>			
4) 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 a variety of instructional strategies used to engage diverse learners?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Are classes scheduled to avoid conflicts with other courses?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is the class size conducive to a positive learning environment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Describe the program's strengths for enrollment and student-teacher ratio: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
5) 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

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	S	M	I	NA
1) Are funds available for replacement and repair of equipment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Are equipment and supplies representative of those used in business and industry?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is a current inventory of equipment and supplies maintained?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Describe the program's strengths for equipment and supplies: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
5) 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) Is the size of the facility and the number of students adequate to ensure quality education?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Is the facility properly maintained and updated to provide an environment conducive to learning?	<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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Describe the program's strengths for instructional facilities:	<div style="border: 1px solid black; height: 60px;"></div>			
5) 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) Are safety procedures demonstrated and practiced by the instructor?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Are safety materials (first aid kits, fire extinguisher, eyewash, etc.) readily accessible and clearly labeled?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is an appropriate "safety contract" signed and on file for each student?	<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, maintain minutes and provide recommendations for improvement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Does the advisory committee include representation from school administrators, counselors, representatives, parents, business and industry persons, and a local program teacher?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Does the program exhibit a strong connection to the community?	<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) Is each student afforded the opportunity and encouraged to become an active member of a Career and Technical Student Organization (FBLA, SkillsUSA, TSA, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Is each CTSO 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"/>
3) Describe the program's strengths for leadership development opportunities/career and technical student organization:				
4) 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) Are articulation agreements and dual credit courses available to students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Are students encouraged and provided the opportunity to obtain industry certification (CCNA, A+, MOUS, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Are students provided the opportunity to participate in cooperative work experience?	<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: <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>				