

CTE Program Evaluation Questionnaire Special Populations

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) Are service plans in place to assist members of special populations to meet or exceed the state adjusted levels of performance? (Suggest reviewing student records and IVEP's.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Do individualized instructional plans focus on the students' CTE objectives? (Suggest reviewing students' individualized education plans and/or service strategy plans.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Are individuals successfully placed into education or employment consistent with CTE objectives? (Suggest reviewing IVEP's counseling records.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Do individuals receive referral services (supplementary services, social services) to help support successful achievement of goals? (Suggest reviewing individual plans.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Do programs plan/adapt as necessary to foster the success of special population students? (Suggest reviewing teacher input.)	<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) Are comprehensive career and technical education materials used to ensure knowledge of high-wage, high-skill careers including nontraditional careers? (Suggest reviewing career education resources.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Does the program use a wide variety of current instructional materials accommodating a wide range of learning styles, rates and abilities? (Suggest reviewing teacher feedback.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Does the CTRE/tutor work cooperatively with other faculty in selecting education systems and instructional aids? (Suggest reviewing methods for soliciting input from other faculty.)	<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

	S	M	I	NA
1) Does the instructor hold the appropriate license and career 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 consult with specialists to accommodate the needs of special population students? (Suggest reviewing IVEP's teacher feedback.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Does the instructor provide strategies to other faculty that will assist them in integrating academics and essential skills into programmatic instruction? (Suggest reviewing strategies used.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Describe the program's strengths for instructional personnel:				
6) 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) Is the program available at hours convenient for all students? (Suggest reviewing staff coverage and hours available.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Is a referral process in place for students to enter the program? (Suggest reviewing process.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Does the Local Education Agency adjust student-teacher ratios based upon special needs of students? (Suggest reviewing number of students served.)	<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;"></div>			
5) 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 needs of the students? (Suggest observing equipment and training stations.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Are resource room computers compatible with computers used throughout the school? (Suggest reviewing equipment.)	<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 facilities barrier-free to accommodate students with disabilities? (Suggest reviewing facility for special features or modifications to accommodate students.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Does the facility provide an environment conducive to learning? (Suggest observing classroom.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Describe the program's strengths for instructional facilities:	<div style="border: 1px solid black; height: 60px;"></div>			
4) 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) Does the LEA ensure classroom safety for the success of special populations students? (Suggest observing facility.)	<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

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	S	M	I	NA
1) Does the program's advisory committee meet the standard of a minimum of two meetings 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 of members of special populations? (Suggest reviewing list of committee members.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is the advisory committee involved in analysis of enrollment and completion data, leading to recommendations for the success of the students? (Suggest reviewing minutes from committee meetings.)	<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 students? (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; 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

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	S	M	I	NA
1) Does the LEA actively involve special populations students in career and technical student organizations? (Suggest reviewing memberships.)	<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

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	S	M	I	NA
1) Do special populations students have the opportunity to participate in work-based learning (job shadowing, school-to-work placement, etc.)? (Suggest reviewing individualized plans/strategies.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Describe the program's strengths for workplace experience/cooperative learning experience:	<input type="text"/>			
3) Describe the program's improvement opportunities for workplace experience/cooperative learning experience:	<input type="text"/>			