

CTE Program Evaluation Questionnaire Technology Education

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 the current Technology Education curriculum based on the Standards for Technological Literacy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) To what extent is the instructional planning developmentally appropriate for all students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is an improvement plan for the program in place and is it followed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Are direct connections to other subject areas including math, science, social studies, and language arts made?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Does the program place equal emphasis on cognitive, hands-on, and social skills?	<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 appropriate and current instructional technologies (computer software, smart board, Internet and other reference materials) used to enhance instruction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Are instructional materials and equipment adapted to meet individual needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) To what extent have local, state, federal or other funds been used for the purchase of instructional materials?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Are the CATTs curriculum materials being used in your program?	<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 meet established degree, certification and licensure requirements?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Does the instructor attend professional development to maintain his/her professional vitality?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Does the instructor maintain membership in related professional organizations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Does the instructor collaborate with colleagues and other professionals in fields related to Technology Education?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Does the instructor ensure that counselors and administrators are familiar with goal objectives, activities, prerequisites, enrollment guidelines, etc. of the program?	<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 enrollment and class sizes in compliance with the Department of Career and Technical Education guidelines?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Are Technology Education classes scheduled to avoid conflicts with other courses students need for graduation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Does the number of students in the Technology Education laboratory-classroom exceed its capacity?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Describe the program's strengths for enrollment and student-teacher ratio:	<input type="text"/>			
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 broken equipment repaired or replaced in a timely manner?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Are funds available for replacement of outdated equipment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is a current inventory of equipment on file?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Are new equipment purchases made to support standards based curriculum?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Describe the program's strengths for equipment and supplies:	<input type="text"/>			
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 facilities properly maintained to provide an environment conducive to learning and working?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Are the facilities arranged in a manner that maximizes instructional function, supervision, class control and student safety?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Does the teaching/learning environment support collaborative work groups and encourage students to ask questions, inquire, design and innovate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Does the instructor have adequate office space provided that contains a computer, printer, software, telephone, desk, file cabinets and other necessary equipment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Can the present facility be changed/adapted to accommodate a change in the direction of curriculum or to accommodate other modifications due to the impact of changing technology?	<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:				

Standard 7 - Safety and Sanitation Training and Practices

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	S	M	I	NA
1) Has a written, comprehensive safety program been implemented? (Suggest reviewing all safety, sanitation, hazardous materials and right-to-know instructional materials and universal precautionary methods.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Are safety materials (first aid kit, fire extinguisher, eyewash station) readily accessible and clearly labeled?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Are classroom, laboratory and storage areas arranged to emphasize safety?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Does the facility provide adequate heat, light, ventilation, dust control and noise control to provide a safe environment conducive to learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Is documentation on file to verify that appropriate safety education has taken place?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Describe the program's strengths for safety and sanitation training and practices:	<div style="border: 1px solid black; height: 60px; width: 100%;"></div>			
7) 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 advisory committee include representation from school administrators, counselors, area career and technology center representatives, parents, an academic teacher, another CTE instructor, appropriate business and industry persons and a local program teacher?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Does the advisory committee meet twice per year and are the minutes submitted to the Department of Career and Technical Education?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Does the advisory committee provide recommendations for program improvements?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Are the recommendations from the advisory committee acted upon and/or incorporated into the curriculum?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Are committee members informed as to the results of their recommendations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Describe the program's strengths for program advisory committee and community relations: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
7) 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) Are Technology Student Association (TSA) activities incorporated into the curriculum and aligned with the Standards for Technological Literacy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Are the leadership and service opportunities provided by TSA provided to the students in your Technology Education classes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Do you have an active ND TSA chapter and do your members participate in the state or a local conference?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Have members of your local ND TSA chapter participated in the National TSA conference?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) 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>				
6) 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) To what extent do you relate classroom activities to real-life occupational opportunities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Are units of instruction on specific careers related to Technology Education done in your classes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Are you involved in helping students with work-based educational experiences such as job shadowing, cooperative work experiences, etc.?	<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>				