

CTE Program Evaluation Questionnaire Trade, Industry & Technical Education

Reporting Date:	<input style="width: 80%;" type="text"/>
Local Education Agency (LEA):	<input style="width: 80%;" type="text" value="Select..."/>
Administrator:	<input style="width: 80%;" type="text"/>
Completed By:	<input style="width: 80%;" type="text"/>
E-mail:	<input style="width: 80%;" type="text"/>

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 well-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 an instructional management system for monitoring and documenting student progress available and properly utilized? (Suggest reviewing instructional management system.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Is there evidence of students' attainment of objectives measured by an evaluation system that includes both school-based and work-site performance? (Suggest reviewing grading policy.)	<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: <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div>				
7) 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

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	S	M	I	NA
1) Are individual, competency-based instructional materials provided each student and utilized appropriately? (Suggest reviewing instructional materials.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Does the curricula cover all tasks and program objectives in a competency-based format? (Suggest reviewing instructional materials.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is a variety of up-to-date reference materials available and utilized to integrate problem solving, critical thinking, employability skills and decision making concepts? (Suggest reviewing reference materials.)	<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 and program information? (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, 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) Does the instructor maintain a plan for professional development in the content area, technology and instructional management? (Suggest reviewing instructor's professional improvement plans.)	<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) Are students assessed and given appropriate support to assure their success in the program that meets their interest, choice and abilities? (Suggest reviewing enrollment policies and procedures.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Does the program have an articulation or cooperative enrollment agreement with other postsecondary schools? (Suggest reviewing available agreements.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Describe the program's strengths for enrollment and student-teacher ratio: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
6) 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) 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 the program's goals and objectives? (Suggest reviewing curriculum and equipment.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is a current inventory of trainers, equipment and tools on file and updated annually? (Suggest reviewing equipment inventory.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Are there procedures and sufficient funds available for replacement or immediate repair of malfunctioning equipment and/or tools? (Suggest reviewing budget, policies and procedures and long-range plan and budget.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Describe the program's strengths for equipment and supplies: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
6) 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 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"/>
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 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"/>
4) Is appropriate safety equipment (wash basin) available to students? (Suggest observing facility.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Are there adequate areas for the equipment and projects that are routinely serviced as part of the instructional content of the program? (Suggest reviewing facility.)	<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

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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: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
4) 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) 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: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
5) 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) 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) Does the employer complete a written evaluation of the employed students? (Suggest reviewing student files for documentation.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Does administration support coordination by providing sufficient time and financial support? (Suggest reviewing administration support.)	<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

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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: <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

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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: 				