

## APPENDIX A

### Initial Program Approval Self-Assessment Tool (Program Criteria and Quality Indicators)

The ODE PTE Quality Assurance Program Approval and Renewal process and the ODE Continuous Improvement Planning (CIP) process are two essential processes used to guide comprehensive school and district improvement efforts. The ten PTE program quality criteria are organized by CIP standards to communicate how PTE programs in schools and across a district can contribute to the district attainment of the CIP standards. Each PTE criterion addresses indicators that define a high quality PTE program.

This tool is designed to assist PTE program applicants evaluate their readiness for program approval. Program criteria are assessed based on a set of quality indicators that define each criterion. Although each criterion has a number of indicators, some are considered essential and must be met in order to receive approval. ***These indicators are in bold and italicized***, and must be present for the program to be approved. Programs may be asked to present evidence or documentation of having met both the program criteria and the quality indicators for each criterion. Programs are encouraged to maintain records of evidence or documentation for both review purposes and for sharing with other schools interested in developing similar programs.

The self-assessment tool is based on a 1 – 6 scale rubric. Program applicants will use the rubric to assess whether the quality indicators for each criterion are being met in their PTE program. A minimum score of 4 in each criterion is required for the program to be eligible for standard approval. This indicates that the program is of high quality based on individual assessments of each criterion. Programs that do not meet level 4 on each criterion will have the opportunity to gain developmental approval for a maximum period of 2 years. For developmental approval programs must be at level 3 in each criterion. Applicants are encouraged to work with their Regional PTE Coordinator or an ODE career learning area specialist to determine technical assistance needs and recommend action for obtaining standard program approval.

For programs that receive developmental approval status, an annual program evaluation will be conducted at the end of each school year to determine progress toward meeting standard program criteria. Continued developmental program approval will be contingent upon making progress toward reaching level 4 by the end of the two-year developmental approval period. Programs approved as developmental may NOT renew a developmental program status beyond the two year maximum period.

**Use the following rubric to determine whether local programs meet the program criteria:**

- |   |   |
|---|---|
| ① | Indicators are not addressed in current program.  |
| ② | Indicators are not addressed, but the program engages in activities that support the criterion. |

- ③ Fewer than half of the indicators are addressed but are not functioning in a systemic and organized fashion. A plan is underway to meet the criterion.
- ④ More than half of the indicators are effectively addressed; the program is operational, and functioning in a systemic and organized fashion. Documented evidence is available.
- ⑤ All of the indicators are effectively addressed; the program is operational, and functioning in a systemic and organized fashion. Documented evidence is available.

- ⑥ **MODEL PROGRAM.** All of the indicators are effectively addressed; the program is operational and functioning in a systemic and organized fashion. Students, teachers, business and community partners and the community as a whole validate program results. Documented evidence is available.

**CIP STANDARD 1. CURRICULUM**

<b>CRITERION 1: CURRICULUM, INSTRUCTION AND STUDENT EVALUATION</b>	
The program has the curriculum, instruction and student evaluation systems in place to provide a sequential course of study that provides students with the instruction and experiences to achieve academic, technical and career related learning standards.	
<b>Quality Indicators</b>	
<input type="checkbox"/>	<b>A. Program curriculum and instruction support the achievement of state academic standards through contextual learning.</b>
<input type="checkbox"/>	<b>B. Program is of sufficient size, scope and sequence and includes curriculum and instruction that leads to appropriate technical knowledge and skills and high skill, high wage jobs.</b>
<input type="checkbox"/>	<b>C. Safety instruction is an integral, explicit part of the instructional program.</b> Laboratory spaces with power equipment model a safe instructional environment.
<input type="checkbox"/>	D. Program integrates academic and professional technical education instruction through: <ul style="list-style-type: none"> <li><input type="checkbox"/> Academic courses infused with technical content</li> <li><input type="checkbox"/> PTE courses infused with academic content</li> <li><input type="checkbox"/> Team teaching of content</li> <li><input type="checkbox"/> Other (Identify) _____</li> </ul>
<input type="checkbox"/>	E. Program curriculum and instruction include <b>Oregon Skill Sets.</b>
<input type="checkbox"/>	F. Program curriculum and instruction addresses <b>Career-Related Learning Standards.</b>
<input type="checkbox"/>	G. Program provides Career-Related Learning Experiences that provide students opportunities for meeting academic, technical, and career-related learning standards.
<input type="checkbox"/>	H. Instructional materials, strategies and technology are available and utilized to achieve individual needs, interests and abilities of students and the goals and standards of the program. Modes of instruction the program will provide may include but are not limited to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Traditional lecture courses</li> <li><input type="checkbox"/> Lecture/lab</li> </ul>

	<input type="checkbox"/> lab <input type="checkbox"/> Work-based learning <input type="checkbox"/> Distance learning <input type="checkbox"/> Project based learning <input type="checkbox"/> Other modes of instruction _____				
<input type="checkbox"/>	I. Multiple types of assessment are utilized to measure student achievement, development and progress. Students will be evaluated/assessed in the program using: <ul style="list-style-type: none"> <li><input type="checkbox"/> Multiple choice tests</li> <li><input type="checkbox"/> Open- ended essay</li> <li><input type="checkbox"/> Real work</li> <li><input type="checkbox"/> Work-based experiences</li> <li><input type="checkbox"/> Certification assessment</li> <li><input type="checkbox"/> Projects</li> <li><input type="checkbox"/> Work Samples</li> <li><input type="checkbox"/> Collection of Evidence/Portfolios</li> <li><input type="checkbox"/> Other related assessments _____</li> </ul>				
<input type="checkbox"/>	J. Classrooms, laboratories and related physical space provide quality and safe learning environments to meet program objectives.				
<input type="checkbox"/>	K. Program is equipped and supplied to meet the needs of each student.				
<p><b><i>To be evaluated a ⑥ for this criterion, there MUST BE evidence of industry or professional certification being available as a result of program completion.</i></b></p>					
①	②	③	④	⑤	⑥

<p><b>CRITERION 2: POST-SECONDARY CONNECTIONS</b></p> <p>The program has connections with post-secondary education partners to assure that the program curriculum and instruction leads directly to advanced learning opportunities in colleges, career schools, apprenticeship and/or on-the-job.</p>					
<b>Quality Indicators</b>					
<input type="checkbox"/>	<b><i>A. Program has connections with post-secondary partners and engages in joint program and curriculum planning and development activities.</i></b>				
<input type="checkbox"/>	B. Program curriculum and assessment are aligned with post-secondary options.				
<input type="checkbox"/>	C. Program scope and sequence offers students tech prep opportunities, dual credit, advanced placement, and other programs that lead to successful transition to post-secondary next steps.				
<input type="checkbox"/>	D. Post-secondary opportunities are communicated directly to students, parents, teachers and counselors.				
<p><b><i>To be evaluated a ⑥ for this criterion, there MUST BE evidence of college credit or other appropriate postsecondary placement criteria being available to high school students through a formal articulation agreement with a postsecondary institution or apprenticeship committees.</i></b></p>					
①	②	③	④	⑤	⑥

**CRITERION 3: PTE STUDENT LEADERSHIP ORGANIZATIONS/OPPORTUNITIES**

The program includes opportunities for leadership development citizenship, career preparation and personal growth that lead to student achievement and success.

**Quality Indicators**

- A. *Student leadership opportunities are an integral component of PTE programs. The student leadership structure provides leadership development opportunities that meet the following expectations:***
  - Instruction, Career Development and Assessment**
    - Integrates Professional Technical Education curriculum and academics with leadership development activities and provides documented evidence of that integration.
    - Engages students in a learning community in a process that extends individual student interests beyond the traditional classroom and goes beyond a single event.
    - Uses student leadership activities as holistic student learning assessments.
    - Connects students with other students having similar career interests beyond local school site.
    - Provides a student reward and incentive system to recognize and document student achievement related to career related learning projects and experiences, academic proficiency and technical skill proficiency.
  - Community-Based**
    - Documents active community and business partnerships.
    - Demonstrates activities related to community involvement including service learning, mentoring, and structured work experiences related to the context of the leadership opportunity.
  - Organizational Administration/Management**
    - Engages students in the process of planning, designing, conducting and evaluating activities.
    - Operates with a planned program of work for the school year.
    - Advised and managed by an appropriately licensed professional technical education teacher.
    - Uses a school supervised accounting system for student funds.
    - Maintains records of student participation that may be accessed by the state.

**OR**

- B. The program participates in a national or state recognized Professional Technical Student Organization (PTSO). Such PTSO's are recognized by federal statute or State Board policy to be integral to the Professional Technical Education program curriculum and funded by the Oregon Legislature through the Oregon Student Leadership Development Center. The current statewide recognized organizations are:**
  - Associated Oregon Forestry Clubs (AOFC)
  - Oregon DECA (an association of marketing education students)
  - Oregon Family, Career and Community Leaders of American (FCCLA)
  - Oregon Future Business Leaders of America (FBLA)

	<input type="checkbox"/> Oregon FFA (an association of agricultural education students) <input type="checkbox"/> Oregon Health Occupations Students of America (HOSA) <input type="checkbox"/> Oregon SkillsUSA-VICA					
①	②	③	④	⑤	⑥	

**CIP STANDARD 2. INSTRUCTION**

<b>CRITERION 4: TEACHER PREPRATION AND LICENSURE</b>						
The instructional staff for the program holds PTE licensure in the appropriate program area of instruction.						
<b>Quality Indicators</b>						
<input type="checkbox"/>	<b>A. Teacher(s) hold PTE licensure in the appropriate program area of instruction.</b>					
<input type="checkbox"/>	B. Program utilizes current state licensure system to identify specific teacher(s) preparation and training needs and requirements.					
①	②	③	④	⑤	⑥	

<b>CRITERION 5: PROFESSIONAL DEVELOPMENT</b>						
The school and community support the continuing professional development of teachers and counselors to provide students with the academic, technical and career related learning knowledge and skills needed to be successful.						
<b>Quality Indicators</b>						
<input type="checkbox"/>	<b>A. PTE teacher(s) has a professional development plan that is consistent with program's long-range vision/plan.</b>					
<input type="checkbox"/>	<b>B. Program teachers participate in professional development activities linked to program and student outcomes such as:</b> <ol style="list-style-type: none"> <li>1. Professional development plan is integrated with school building and school district professional development plans,</li> <li>2. Professional development of other teachers,</li> <li>3. Participate in statewide learning opportunities offered by ODE, including use of web-based resources and regional in-services,</li> <li>4. Participate in PTE professional associations.</li> </ol>					
①	②	③	④	⑤	⑥	

**CIP STANDARD 3. DISTRICT & SCHOOL CULTURE**

<b>CRITERION 6: STUDENT ACCESS TO PROGRAM (S)</b>						
The school and program provide access to all students and the regular and supplemental services necessary for PTE students to succeed in the program.						
<b>Quality Indicators</b>						
<input type="checkbox"/>	<b>A. Programs comply with Title VI- Civil Rights Act of 1964; Title IX – Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, and National Origin, Sex and Handicap; Title II of the Americans with Disabilities Acts of 1990.</b> <ol style="list-style-type: none"> <li>1. Appropriate access is provided for all students, including non-traditional and special populations.</li> <li>2. Program provides a non-biased and non-discriminating learning environment (race,</li> </ol>					

	<p><i>color, national origin, sex and disability status).</i></p> <p>3. <i>Program facilities provide physical access and instruction that accommodates students with disabilities.</i></p> <p>4. <i>Program meets the needs of students for whom English is a second language.</i></p>						
<input type="checkbox"/>	B. Program provides inclusive and non-discriminatory promotional and informational material to all students and parents.						
<input type="checkbox"/>	C. Program provides instruction that addresses the various learning-style needs of all students. (e.g., the use of visual, auditory, tactile, and kinesthetic teaching methods, and other appropriate forms of instruction)						
<input type="checkbox"/>	D. Access to work-based learning opportunities is provided to all students.						
<input type="checkbox"/>	E. Program supports academic, technical skills and CRLS achievement for each student.						
<input type="checkbox"/>	F. Counseling, guidance and career development services are provided to each student.						
		①	②	③	④	⑤	⑥

**CIP STANDARD 4. FAMILY & COMMUNITY ENGAGEMENT**

<b>CRITERION 7: BUSINESS, COMMUNITY AND EDUCATION PARTNERSHIPS</b>							
The program has systemic connections in place with business, industry, labor, community and education to support continuous improvement.							
<b>Quality Indicators</b>							
<input type="checkbox"/>	<b>A. <i>Advisory committee that is reflective of the local community, labor and business and industry.</i></b>						
<input type="checkbox"/>	<b>B. <i>Business, community and education partners participate in establishing program vision, goals and priorities such as:</i></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assist in program development and inclusion of industry skill standards into curriculum, where appropriate,</li> <li><input type="checkbox"/> Play an active role in curriculum development, implementation and evaluation,</li> <li><input type="checkbox"/> Participate in the PTE teacher recruitment, appraisal process and ongoing professional development,</li> <li><input type="checkbox"/> Facilitate school-based and work-based learning experiences for students and teachers.</li> </ul>						
		①	②	③	④	⑤	⑥

**CIP STANDARD 5. LEADERSHIP**

**CRITERION 8: ADMINISTRATIVE SUPPORT AND LEADERSHIP**

The program has the administrative support necessary for long-range planning efforts and continuous improvement which support student achievement of academic, technical and career related learning standards.

**Quality Indicators**

- A. District and school administration provide support for various instructional strategies including contextual teaching and learning.**
- B. District and school administration are committed to student results as the key purpose and function of program.**
- C. Program's resources are consistent with program's long-range vision/plan.
- D. District and school administration are active members of program advisory committee and participate in program planning and activities.

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**CRITERION 9: LONG RANGE VISION AND PLAN**

The program has procedures in place to plan and continuously update program-planning efforts based upon regular review and evaluation.

**Quality Indicators**

- A. Program three-year vision/plan is aligned with school and district vision/plan for school improvement.**
- B. Program three-year plan ties directly to school and district Consolidated District Improvement Plan (CDIP) such as:**
  - Education and industry partnerships to support and advance program goals and objectives,
  - Connections with post-secondary institutions,
  - Acquisition and updating of resources, equipment, funds, etc., and
  - Professional development.

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**CIP STANDARD 6. INTEGRATED SYSTEMS & STRUCTURES**

**CRITERION 10: COMPREHENSIVE GUIDANCE**

The PTE program has services in place to support student development, career planning and achievement of standards through comprehensive school counseling and career development.

**Quality Indicators**

- A. Students in the program receive accurate, current, and high quality educational and career information and resources, including information about occupational opportunities that are non-traditional for their gender.**
- B. Students in the program receive assistance in developing an education plan and profile for high school and post-secondary goals that includes education/career/personal interests, achievements, aptitudes, and abilities.
- C. Students in the program receive assistance in the preparation for and achievement of their goals and the transition to their post high school next steps.

☐	D. Student learning will include and connect three interrelated areas of student development: academic, career and personal/social.				
①	②	③	④	⑤	⑥

**SELF-ASSESSMENT SUMMARY RATING**

- A minimum score of **④ in each criterion is required** for the program to be eligible for standard approval.
- Programs that do not meet level **④** on each criterion will have the opportunity to gain developmental approval for a maximum period of 2 years. These programs must be at level **③** in each criterion to be considered for developmental approval and will be identified and listed as developmental PTE programs.

Program Criteria	Summary Rating					
Curriculum, Instruction and Student Evaluation	①	②	③	④	⑤	⑥
Post-secondary Connections	①	②	③	④	⑤	⑥
PTE Student Leadership Organizations or Opportunities	①	②	③	④	⑤	⑥
Teacher Preparation and Licensure	①	②	③	④	⑤	⑥
Professional Development	①	②	③	④	⑤	⑥
Student Access to Program(s)	①	②	③	④	⑤	⑥
Business, Community and Education Partnerships	①	②	③	④	⑤	⑥
Administrative Support and Leadership	①	②	③	④	⑤	⑥
Long Range Vision/Plan	①	②	③	④	⑤	⑥
Comprehensive Guidance	①	②	③	④	⑤	⑥

**Program Development Action Plan:**

Areas of Strength	Areas Needing Development
Criterion:	Criterion: