

Professional Endorsement Review



Quality Standard 1: Standards and Curriculum

Standards and curriculum are the foundational elements for designing and improving CTE courses.

The teacher has a working knowledge of the minimum content defined by the strands and standards for EACH CTE course that is listed on the endorsement.

- Does the applicant know where to locate the current strands and standards?
- Provide an example of a scope and sequence and lesson plan for a course that references the Strands & Standards.
- How are workplace skills being taught? How are they practiced and demonstrated by students in the classroom?
- Does the teacher have the necessary equipment and curriculum required to teach each course?

Quality Standard 2: Alignment and Articulation

Alignment and articulation are key to getting CTE partners working together to support Career Pathways for CTE students.

The teacher has a working knowledge of their place in the pathway(s) from middle school to post-secondary.

- MSO - What pathway(s) do you begin at the middle school level and offer at the local feeder school(s)?
- What pathway(s) does the teacher directly contribute?
- How is the pathway(s) actively promoted by the teacher?
- How is the teacher building their pathway(s) with their feeder schools/cones (middle to post-secondary)?
- How is the teacher working with counselors to educate and promote your pathway(s)?
- Is the teacher providing students with awareness of CE/Technical College opportunities for their pathway(s)?
- HSO - How many students concentrate/complete the teacher's pathways each year (number & percentage)?
(Communicate with counselor/GTE Coordinator/GTE Director to discuss the numbers for your courses)

Quality Standard 3: Accountability and Evaluation

Accountability and evaluation provide data illustrating the value of CTE to students' future plans.

The teacher has a working knowledge of skill certification, student success and accountability.

- MSO - Are middle school represented as part of the advisory board(s) that provide feedback about the pathways curriculum with representation from post-secondary and industry?
- HSO - Does the teacher administer skill and/or industry certifications?
- HSO - Provide the most recent skill certification Assessment Standards Report and explain how it is being used the report to inform future curriculum.
- How is the teacher collaborating with colleagues to improve areas of poor performance?
- How is the teacher documenting student achievement on individual performance skills?
- Provide a copy of the classroom/lab safety plan. (This is not a school evacuation plan)
- Does the teacher have an advisory board that provides feedback about the pathway curriculum with representation from post-secondary and industry?



Quality Standard 4: Student Support Services

Student support services include the ways that all students are made aware of the career and education opportunities available in a CTE Career Pathway.

- The teacher has a working knowledge of CTSOs, student equity and career opportunities.
MSO - Identify what CTSO(s) are available to students at their feeder school(s) and how does the teacher promote it in their middle/junior high school courses?
- HSO - Identify what CTSO(s) aligns with the teacher's pathway(s) and how do they promote it or support the current CTSO opportunities in the building?
- How is the teacher encouraging non-traditional and special populations enrollment?
- How are accommodations for differentiated learning addressed? (Special Education, 504, ELL, gifted and talented, etc.)
- What work-based learning opportunities are available for the students connected to the pathway(s)?

Quality Standard 5: Professional Development

Professional development should be designed on the needs identified by data and should focus on continuous improvement of student opportunities

The teacher has a working knowledge of available professional learning opportunities.

- Does the teacher participate in content specific professional development that directly relates to their pathway(s)?
 - Is the teacher actively engaged in their pathway(s) specific PLCs?
 - Does the applicant know how to locate their MIDAS PD transcript?
 - What active professional organization membership(s) does the teacher have that relates to their teaching assignment?
 - Is the teacher assigned any classes that fall outside of their endorsement area?
 - Does the teacher have a 3-year rolling plan that aligns to LEA goals including budget priorities?
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