



Utah Career and Technical Education Program of Quality Review Specialist Evaluation

This document was developed to assist in monitoring Career and Technical Education (CTE) Programs throughout the state. Quality CTE programs are those which meet program standards based on the quality indicators provided. The goal of the monitoring process is to assist in improving CTE programs. Documentation for each standard must be available upon request, where appropriate.

This document is to be used for the following processes:

- 1) Program self-evaluation, improvement, goal setting, and long-range planning
- 2) On-site Reviews/Visits
- 3) Four-year CTE Program Approval

Programs with identified deficiencies will be asked to develop a CTE Administration Program Improvement Plan.

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Utah Career and Technical Education Program of Quality Review

Quality Standard 1: Standards & Curriculum

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

1. Relevant, rigorous workplace skill standards-based curriculum, including or aligned with USBE academic standards.
2. Shared secondary and post-secondary technical content which incorporates the knowledge and skills identified in the workplace skills.
3. Sufficient size, scope, and sequence to include curriculum and instruction leading to student academic and technical knowledge and skills for high school graduation, college entry, and careers within high wage, and /or high demand fields
4. A systemic approach to instructional delivery of academic and technical knowledge and skills where student performance is demonstrated through valid and reliable CTE tests and/or industry exams aligned to Utah Strands and Standards, which are industry-based.
5. A plan for continuous improvement of program design and instructional delivery that provides the opportunity for each CTE student to:
 - a. Meet graduation requirements, post-secondary entry requirements, and/or certificate/degree requirements.
 - b. Demonstrate mastery of academic and technical content that is aligned with industry standards.
 - c. Apply learning through authentic work-based experiences.
 - d. Develop skills and build confidence to compete in high wage, high skill, and/or high demand occupations.

Quality Standard 2: Alignment and Articulation

Alignment and Articulation are key to getting CTE partners working together to support career pathways for CTE students.

1. A unified, cohesive sequence of content among secondary and post-secondary partners contained in a non-duplicative sequence of courses or learning experiences.
2. Alignment of content between secondary and post-secondary education partners may include course articulation or other ways to acquire post-secondary education credits (e.g. Concurrent Enrollment, Utah Transfer credit, etc.).
3. Articulation agreements are developed, implemented, and supported at the institutional level to ensure long-term sustainability and cross-sector cooperation.
4. Based on the program design and instructional plan, each student will:
 - a. Continually progress in knowledge and skills when ready.
 - b. Earn high school or college credit based on performance.
 - c. Make the connection between Utah CTE Pathways and entry into a career.

Quality Standard 3: Accountability & Evaluation

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

1. Business, community, and education partners (specifically a Professional Advisory Committee) participate in design and development, including:
 - a. Assistance in evaluating program vision, goals and priorities.
 - b. Validation of industry skill standards for curriculum content and technical skill assessment, and ongoing faculty professional development.
 - c. Internships/Work-based learning.
2. Performance data is used for data driven, CTE program design and improvement decisions.
3. Students have the opportunity to learn in a contextual career-related environment that allows them to:
 - a. Monitor their own progress through their demonstration of attaining technical and academic skill standards.
 - b. Demonstrate their technical and academic proficiency in meaningful ways, e.g., CTE Skill Tests, etc.
 - c. Adapt their program to meet personal goals based on industry requirements and performance outcomes.

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.

1. All CTE students will have informational guidance support and advising to assist them in progressing through a CTE program of study in an efficient and seamless manner (Support services through collaboration of teacher, counselor, administration, and district CTE director).
2. Each student will be able to:
 - a. Identify the career pathway options he/she can follow to a chosen career.
 - b. Receive consistent and informed messages about career and possible financial options for post-secondary education.
 - c. Take ownership of their education through maintaining a current education plan.
3. Compliance is evident with Federal regulations providing:
 - a. Appropriate access for all students, including non-traditional and special populations.
 - b. A non-biased and non-discriminating learning environment (with respect to race, color, national origin, gender, and disability status).
 - c. Program facilities with physical access and instruction that accommodates students with disabilities, including various learning styles (e.g. the use of visual, auditory, tactile, and kinesthetic teaching methods, and other appropriate forms of instruction).
 - d. Responsiveness to the needs of students for whom English is a second language.

4. Opportunities for structured student leadership are a program component and integrated into the instruction. Opportunities to participate in one of the following CTSOs is offered: DECA, FBLA, FCCLA, FFA, HOSA, SkillsUSA, T.S.A.

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.

1. Instructor is properly licensed and endorsed.
2. Assist teachers and administrators in developing and improving standards-based curriculum and learning experiences that promote the integration of coherent and challenging academic content and industry-based workplace skills, including opportunities for the appropriate academic and CTE instructors to jointly develop and implement classroom-based curriculum and instructional strategies.
3. Include professional development that is high quality, sustained, intensive, and focused on instruction designed to increase the academic knowledge and understanding of industry standards.
4. Encourage applied learning methodology that contributes to the academic and CTE knowledge of the student.
5. Provide research and training opportunities that assist teachers in developing appropriate and useful assessment tools and strategies.
6. Provide training and guidance geared to improve instructional delivery methodology that helps improve student performance and skill acquisition, particularly skills needed to work with, and improve upon, instruction for special populations.
7. Assist teachers in accessing and utilizing student achievement data and data from assessments.

Workplace Skills:

- Communication
- Problem Solving
- Teamwork
- Critical Thinking
- Dependability
- Accountability
- Legal requirements/expectations