

Creating a Quality Pathway Improvement Plan

This document resulted from multiple field interactions where CTE administrators and classroom practitioners were asked “what makes a quality pathway?” The information gathered was organized into four components—**partnerships, physical environment, professional development, and instructional strategies**. These four components serve as the basis for this self-evaluation tool. This tool can offer a method of determining where a pathway is presently and offer guidance toward creating a quality CTE experience. The expectation is this self-evaluation would be done for each pathway and Cluster Area.

Structure

Standard Statement – A broad statement of expectation describing model characteristics of a high-quality secondary Career and Technical Education (CTE) Program

Quality Indicator – Measurable statements of expectation for each standard area that describe specific characteristics of a high-quality CTE program.

Rubric – A tool to help analyze where the program is at in terms of meeting the expectations outlined in the quality indicator. Each rubric is divided into five levels: 1) Not at Expectation, 2) Approaching Expectation, 3) Meets Expectation, 4) Exceeds Expectation, and 5) Exemplary. Levels 3, 4 and 5 build upon each other: if the program reflects the qualities described under Exemplary, it should also reflect the qualities described for Exceeds Expectation and Meets Expectation. At the completion of the rubric, identify items for improvement based upon questions listed. ALL CTE program should strive to at least be at the levels 3,4, or 5 for each quality indicator.

This tool is designed to be a collaborative effort of the CTE program instructor(s), administration, advisory committee, and other Key Stakeholders. The purpose of the tool is to aid in the development of a quality three-year improvement plan for the CTE program by identifying areas of strengths and areas for improvement. It is **NOT** a tool to be used for teacher evaluation purposes.

I. Partnerships

Partnerships refer to *Key Stakeholders* engaged in developing, collaborating, and supporting quality CTE programs.

Indicators (in blue)

A. Key Stakeholders are regularly informed regarding the goals, objectives, activities, and accomplishments of the CTE program.

- Not at expectation - Key stakeholders have little or no knowledge.
- Approaching expectation — Key stakeholders have minimal knowledge of the program goals, objectives, activities, and accomplishments.
- Meets expectation — Key stakeholders are informed and conversant about the program goals, objectives, activities, and accomplishments.
- Exceeds expectation — Key stakeholders are knowledgeable about the program goals, objectives, activities, and accomplishments and are able to use them to effectively advance the program.
- Exemplary— Key stakeholders are knowledgeable about the program goals, objectives, activities, and accomplishments and are able to use them to effectively advance and collaborate with the program.

B. Key stakeholders engage with the CTE program.

- Not at expectation – Key stakeholders have limited or non-existent engagement with the CTE program.
- Approaching expectation — Key stakeholders do not active engage with the CTE program.
- Meets expectation — When prompted, key stakeholders engage with the CTE program for the benefit of the students, program, school, and community.
- Exceeds expectation — Key stakeholders engage with the CTE program supporting its goals and its impact, utilizing their resources to benefit the program on a regular basis.
- Exemplary—Key stakeholders are highly engaged with the program and encourage additional stakeholders to expand their involvement in the overall success and visibility of the local program.

C. Key stakeholders are recognized for their support of the CTE program.

- Not at expectation – Key stakeholders are not recognized for their contributions to the program.
- Approaching expectation - Minimal or untimely recognition of key stakeholders.
- Meets expectation – Key stakeholders are recognized for their contributions and support of the CTE program in a timely and appropriate manner.
- Exceeds expectation – Key stakeholders are recognized by the program in multiple forms.
- Exemplary – Key stakeholders are recognized by the program in multiple forms, venues, and instances.

D. A representative (of the CTE program) advisory committee for the program authorized by the local BOE meets regularly to advise program direction and development.

- Not at expectation – Advisory committee is limited or non-existent.
- Approaching expectation - Program has an advisory committee that meets less than twice a year and/or is not representative of the local community.
- Meets expectation – The program has an advisory committee that meets at least twice a year for program review and planning.
- Exceeds expectation – The representative advisory committee meets regularly and provides guidance to the program and identifies work-place learning opportunities for students.
- Exemplary – The representative advisory committee meets regularly and collaborates in the creation and pursuit of the program’s strategic plan.

E. A three-year strategic plan addressing the four standards of the CPPSA Improvement Plan is created and implemented based on performance data, key stakeholder survey, and advisory committee input.

- Not at expectation – Limited or no evidence of a three-year plan.
 - Approaching expectation - Teacher(s) has a set of program goals, yet a comprehensive document for a three-year plan is not in place.
 - Meets expectation – A three-year strategic plan has been created using key stakeholder input, student performance data, advisory committee input, and the Creating a Quality Pathway Improvement Plan analysis.
 - Exceeds expectation – A three-year strategic plan is created and is being implemented to achieve the goals set forth.
 - Exemplary – The three-year plan for the CTE program is created, enacting goals and benchmarks, and reviewed annually to maintain viability.
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II. Physical Environment

Physical Environment addresses the CTE classroom, shop or lab setting where the instruction takes place. It should reflect the needs of the discipline, industry alignment, instructional methods and student needs.

Indicators: (in blue)

A. Facility size, layout and labs provide for effective delivery of all Programs of Study (POS) offered.

- Not at expectation - Facility size and layout is inadequate or non-existent for all offered POS and there is no written plan to remedy the issues.
- Approaching expectation – Facility size and layout does not meet all pertinent standards or guidelines for offered POS, but a written plan is underway to remedy the issues.
- Meets expectation - Facility size and layout meets all pertinent standards or guidelines for all offered POS.
- Exceeds expectation - Facility size and layout exceeds all pertinent standards or guidelines for all offered POS and has the capacity to add additional POS as needed.
- Exemplary – A documented five year plan is in place for upgrading the existing physical infrastructure and expanding to new POS in line with community and industry needs.

B. Facility is in compliance with existing local, state, and federal safety and health standards.

- Not at expectation – Facility does not meet current local, state, and federal safety and health standards.
- Approaching expectation – Facility does not meet current local, state, and federal safety and health standards, but a documented p is in place for addressing all issues.
- Meets expectation - Facility meets all existing local, state, and federal safety and health standards.
- Exceeds expectation - Facility exceeds all existing local, state, and federal safety and health standards.
- Exemplary – A plan is in place to regularly systematically inspect and upgrade the facility to ensure All local, state, and federal safety and health standards will continue to be exceeded in the future.

C. Facility is designed to be accessible and accommodating to all students.

- Not at expectation – Barriers are present with no plan to change.
- Approaching expectation – Barriers are evident, but an accessibility plan is underway for eliminating accessibility problems.
- Meets expectation – Facility meets state and federal accessibility requirements.
- Exceeds expectation – Facility exceeds minimum criteria for accessibility to all students.

Exemplary – Key stakeholders regularly evaluate the facility and suggest changes to continually exceed minimum criteria for accessibility to all students.

D. Equipment, tools, and instructional technology is current, available, and used effectively for delivering instruction.

- Not at expectation – The use of available equipment, tools, and instructional technology to deliver instruction is limited or nonexistent.
 - Approaching expectation - The availability of current equipment, tools, and instructional technology to deliver instruction is limited, but what is available is effectively and readily used in delivering instruction.
 - Meets expectation - Equipment, tools, and instructional technology is current, available, and used effectively to deliver instruction.
 - Exceeds expectation – Access to equipment, tools, and instructional technology is being enhanced by the cooperation of jointly-led interdisciplinary teaching teams.
 - Exemplary - Interdisciplinary teaching teams further enhance equipment, tools, and instructional technology access with the inclusion of industry-based technology.
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E. An inventory of equipment, tools, and instructional technology is completed and includes a plan for new purchases and replacements.

- Not at expectation – An inventory of tools, equipment, consumable items, and instructional technology is limited or non-existent.
 - Approaching expectation - An inventory of tools, equipment, consumable items, and instructional technology is completed.
 - Meets expectation - An inventory of tools, equipment, consumable items, and instructional technology is completed and there is an organized plan for new purchases and replacements.
 - Exceeds expectation – The inventory process and plan for new purchases and replacements is evaluated by key stakeholders.
 - Exemplary – A long-term plan for equipment and technology upgrades for each program of study is developed with input from key stakeholders.
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III. Professional Development

Professional Development refers to the continual, pathway-focused training and education required to keep (a) teacher(s) highly qualified. Teacher(s) are ultimately the individual(s) who ensure the other components of a quality pathway are in place consistent with the needs of the *key stakeholders* and continually improving.

Indicators: (in blue)

A. The teacher has a three-year professional growth plan that reflects the content area at the local, district, and state levels.

- Not at expectation – A professional growth plan is missing or non-existent.
- Approaching expectation - A professional growth plan is not in place but the teacher attends required professional development activities at the local level.
- Meets expectation – The teacher has a three-year professional development plan that includes local, district, and state level activities that apply to their program of study.
- Exceeds expectation – The teacher organized and presented a professional workshop or curricular resource for teachers at a state level.
- Exemplary – The teacher organized and presented a professional workshop or curricular resource for teachers at the regional/national level.

B. Teacher engages in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.

- Not at expectation – Align to local teacher evaluation system performance.
- Approaching expectation - Align to local teacher evaluation system performance.
- Meets expectation - Align to local teacher evaluation system performance.
- Exceeds expectation - Align to local teacher evaluation system performance.
- Exemplary - Align to local teacher evaluation system performance.

C. The teacher actively participates in state and national professional education associations reflective of the program of study.

- Not at expectation – Teacher is not a member of a state or national professional association.
- Approaching expectation – Teacher is a member of a professional organization but is not attending professional functions.
- Meets expectation – Teacher is a member of and participates in a professional organization related to the POS.
- Exceeds expectation – Teacher is a member of a professional organization and attends functions above the state level.
- Exemplary – Teacher is a member of and holds a leadership position in a professional organization at and/or above the state level.

D. Each teacher is state licensed to teach in the Program of Study.

- Not at expectation – Teacher does not hold a license for teaching in the program of study (POS).
 - Approaching expectation – Teacher is a non-traditional (lateral) entry teacher in the POS with temporary state licensure in the POS.
 - Meets expectation - Teacher is appropriately licensed based on state and local school district requirements.
 - Exceeds expectation – Teacher is licensed to teach in the POS and the license is beyond provisional.
 - Exemplary – Teacher has an advanced degree from an accredited college or university and is licensed above the basic state level.
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IV. Instructional Strategies

Instructional Strategies are the practices used to reach all students in a CTE pathway experience. These strategies enhance the learning experience through the implementation of research-based concepts and innovation.

Indicators: (in blue)

A. Each Program of Study (POS) includes knowledge and skill development through a balance of classroom & laboratory instruction, experiential & work-based learning, and leadership & personal development

- Not at expectation – Each POS does not clearly define the balanced inclusion of all three components.
- Approaching expectation – Each POS incorporates all three learning methods, but does not reflect an appropriate balance in the approach.
- Meets expectation – Each POS incorporates a well-balanced and appropriate balance between all three components.
- Exceeds expectation – Each POS incorporates a well-balanced and appropriate balance between all three components that is verified annually by the key stakeholders.
- Exemplary – Each POS includes options for students to document competency attainment in the classroom as well as through work-based learning and leadership experiences.

B. Classroom and laboratory instruction integrates and/or is supplemented by experiential and work-based learning (WBL), and leadership and personal development through Career and Technical Student Organizations (CTSOs).

- Not at expectation - The inclusion of WBL and CTSOs into classroom instruction is limited or no-existent.
- Approaching expectation – Classroom instruction includes the mention of WBL and CTSOs during class time, but not in conjunction with the actual lesson.
- Meets expectation – Classroom and laboratory instruction integrates and/or is supplemented by WBL and CTSOs.
- Exceeds expectation – WBL and CTSO elements that reflect contextualized work-based, project-based, and problem-based learning approaches are integrated into and/or are used to supplement the entire course curricula.
- Exemplary – WBL and CTSO elements that support classroom instruction are integrated throughout and/or supplement the entire course curricula to enhance skills such as teambuilding, critical thinking, problem solving, and communication.

C. The technical content is aligned with core academic standards.

- Not at expectation – Alignment between the technical content and core academic standards is limited or non-existent.
- Approaching expectation – Alignments between technical content and academic content are being identified but are not complete for all courses.
- Meets expectation – The technical content for each course is aligned with core academic content standards.

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- Exceeds expectation – All courses include direct instruction of aligned core academic content standards concurrent with technical standards.
 - Exemplary – Students are assessed on contextual core academic standards at the same level of rigor as in the academic course.
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D. Instruction integrates the application of relevant and rigorous core academic content standards.

- Not at expectation – The integration of core academic standards is limited or non-existent.
 - Approaching expectation – Instruction integrates the application of core academic standards where obvious, but documentation is limited.
 - Meets expectation – Instruction integrates the application of core academic standards, and that integration is documented.
 - Exceeds expectation – The integration and application of core academic standards is intentional, going beyond obvious connections.
 - Exemplary – Cross-disciplinary teams are used to review, evaluate, and revise the application of core academic standards.
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E. Teacher(s) demonstrate(s) a deep and flexible understanding of the Program of Study content area and is able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content.

- Not at expectation – Align to local teacher evaluation system performance.
 - Approaching expectation - Align to local teacher evaluation system performance.
 - Meets expectation - Align to local teacher evaluation system performance.
 - Exceeds expectation - Align to local teacher evaluation system performance.
 - Exemplary - Align to local teacher evaluation system performance.
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F. Teacher(s) understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways.

- Not at expectation - Align to local teacher evaluation system performance.
 - Approaching expectation - Align to local teacher evaluation system performance.
 - Meets expectation - Align to local teacher evaluation system performance.
 - Exceeds expectation - Align to local teacher evaluation system performance.
 - Exemplary - Align to local teacher evaluation system performance.
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Reflection:

Based upon the level responses in the rubrics, answer the question prompts found below. Your answers will lead you to identify improvement plan items.

- **What indicators did you score at or above the *Meets Expectations* level?**
(Strive to maintain these areas at this level!)
(Ex. IV – B, II – C)

 - **Which indicators did you score at the *Meets Expectation* level?**
(These are indicators that could be included in your [pathway improvement plan](#).)

 - **Which indicators did you score at the *Approaching Expectation* or *Not at Expectation* level?**
(These are considered critical areas your [pathway improvement plan](#) should address.)
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