

Reference Document #2: Program Quality

Center: _____ Program: _____

1. Program goals and objectives are clear, challenging, and appropriate for the intended population.					Column that portrays my program status (1-4)
	Column 1	Column 2	Column 3	Column 4	
a.	No program goals in place.	Some program goals are evident; however, goals may not be clear or appropriate for the target population.	Program goals are mostly clear and appropriate for the target population.	Program goals are clear, challenging, and appropriate for the learner population.	
b.	Program goals are not based on current research or successful practice in CTE.	Some program goals appear to be based on research or successful practice in CTE.	Most program goals appear to be based on research and successful practice in CTE.	Program goals are clearly based on current research and successful practice in CTE.	
c.	Program goals do not reflect high expectations for student achievement.	Program goals are somewhat challenging in regard to student achievement.	Program goals reflect high expectations for the majority of students enrolled.	Program goals clearly reflect high expectations for <i>all</i> students enrolled in the program.	
d.	Program goals do not address higher-order thinking skills or problem solving.	Some goals address higher-order thinking skills or problem solving.	Higher-order thinking skills and problem solving are implied by project goals.	Program goals clearly and specifically address the development of higher-order thinking skills and problem solving.	

2. The program content is aligned with learning goals, and is accurate, current, and appropriate for the intended population.					Column that portrays my program status (1-4)
	Column 1	Column 2	Column 3	Column 4	
a.	Program has outdated technology that is no longer used in industry; students do not have the opportunity to learn about state-of-the-art technology in their field.	Program has access to some current technology; students have some understanding of technological advances in their field.	Program has current technology that reflects industry norms; students can articulate technological trends that affect the field.	Program clearly uses state-of-the-art technology based on industry trends; students possess deep understanding of technological advances in their field.	
b.	Program does not have the necessary resources or materials to provide a positive learning environment.	Program has some resources and materials that provide an adequate learning environment.	Program has many high quality resources and materials that contribute to a positive learning environment.	Program has a wealth of resources and materials to provide a rich learning environment for students.	

2. The program content is aligned with learning goals, and is accurate, current, and appropriate for the intended population.					Column that portrays my program status (1-4)
	Column 1	Column 2	Column 3	Column 4	
c.	Curriculum materials are not culturally or ethnically inclusive or free of bias.	Some curriculum materials are culturally inclusive and free of bias.	Most curriculum materials reflect the diversity of the learner population and are free of bias.	All curriculum materials are culturally inclusive and respectful of a variety of demographic groups.	
d.	Instruction does not accommodate diverse learning styles.	Instructional methods are somewhat varied, based on limited knowledge of students' learning styles.	Instructional methods appear to be based on knowledge of students' learning styles and preferences.	Instructional methods clearly accommodate students' learning styles, based on research and best practices.	
e.	Students do not have the opportunity to develop a deep understanding of all aspects of the industry.	Students have some opportunities to learn about all aspects of industry within the program.	Students regularly learn about all aspects of the industry within the program.	Students have multiple high-quality experiences that contribute to a deep understanding of all aspects of industry.	
f.	Students have no work-based learning opportunities.	Students have a few work-based learning opportunities.	Students have several work-based learning opportunities.	Work-based learning is a key component of the program.	

3. The program reflects the vision promoted in recognized academic and occupational standards and by state and national legislation, as appropriate.					Column that portrays my program status (1-4)
	Column 1	Column 2	Column 3	Column 4	
a.	Program has not earned certification recognized by industry and professional or trade associations, or state licensing boards.	Program is working toward certification in at least one area.	Program has recently earned certification in one or more areas.	Program may have been one of the first of its kind to learn certification or has earned multiple certifications at multiple levels.	
b.	Students do not have the opportunity to earn industry-recognized credentials during the program.	Students will soon have the opportunity to earn certification in at least one area.	Students will have at least one credentialing option available during the program.	Students have multiple credentialing options in high-demand industry areas.	
c.	Program curriculum is not aligned with appropriate <i>academic</i> standards.	Some academic standards within one discipline are aligned; however, these may not be at grade level.	Curriculum is aligned with grade-level academic standards in at least one discipline area.	Program curriculum is aligned with grade-level academic standards at the state or national level in at least two disciplines.	
d.	Program curriculum is not aligned with appropriate state or national <i>skill</i> standards.	Employability skills are addressed as an "add-on" to the program.	CTE Career Ready Practices (Ref. Doc. #8) are addressed through student projects, lessons, and curriculum materials.	CTE Career Ready Practices (Ref. Doc. #8) are clearly integrated into the curriculum teaching methods, and student expectations.	

3. The program reflects the vision promoted in recognized academic and occupational standards and by state and national legislation, as appropriate.					Column that portrays my program status (1-4)
	Column 1	Column 2	Column 3	Column 4	
e.	Program has never been recognized for student achievements, teacher quality, or program outcomes.	Some components of the program have been recognized with the school for quality, student achievement, or outcomes.	Program has been recognized at the state or local level for student achievement, teacher quality, or program excellence.	Program has been recognized nationally for program excellence, student achievement, and quality.	

4. Collaborations with internal and external organizations and stakeholders are maintained to strengthen the quality and effectiveness of the program.					Column that portrays my program status (1-4)
	Column 1	Column 2	Column 3	Column 4	
a.	Program does not involve business/industry with program development, curriculum, workplace learning experiences, or program improvement	The program has an advisory committee that meets once or twice a year to provide input on program improvement, curriculum, and work-based experiences.	Business and industry are frequently requested to provide input on program development, curriculum, work-based learning, and program improvement.	Business and industry are extensively involved in tangible, meaningful ways regarding program development, curriculum, work-based learning experiences, and program improvement.	
b.	Program has no partnership agreements that address program goals, or existing agreements are not implemented effectively.	Partnerships with internal and external groups have had some impact on program quality and student achievement.	Program partners with at least one external organization in ways that enhance program quality and student achievement.	Multiple partnerships with internal/ external groups clearly contribute significantly to program quality and student achievement.	
c.	School and community leaders do not support the program in tangible ways.	School and community leaders express verbal or written support for the program.	School and community leaders allocate resources to the program that enhance the program quality and effectiveness.	School and community leaders' support for the program clearly contributes to program quality in tangible ways.	
d.	The program does not contribute to whole school improvement.	The program's teachers participate in whole school improvement strategies.	The program's content is aligned with whole school improvement.	The program design and content are clearly an integral part of whole school improvement.	
e.	The program is not part of a well-developed career pathway that includes both secondary and postsecondary levels	The program leads to at least one career pathway at the postsecondary level.	The program is part of a system that leads to career pathways at the associate-degree level.	The program is clearly a vital component of multiple career pathways at the secondary and postsecondary levels, including 2- and 4-yr. colleges.	

Center: _____

Program Quality Summary Sheet

Program Title →																		
Rubric ID # ↓																		
1.a.																		
1.b.																		
1.c.																		
1.d.																		
2.a.																		
2.b.																		
2.c.																		
2.d.																		
2.e.																		
2.f.																		
3.a.																		
3.b.																		
3.c.																		
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3.e.																		
4.a.																		
4.b.																		
4.c.																		
4.d.																		
4.e.																		
Totals																		

Use this summary sheet to record your ***honest evaluation*** of the status of each of the criteria described in the Program Quality Rubric for each of your approved CTE programs.

When responses are entered for each program, enter the total points recorded for each program. Review the totals. Specifically focus on low numbers, as those programs or areas within those programs with lower amounts/totals can be considered “Struggling” or “Improving” and are most in need of improvement.

Any program scoring from 60 to 80 points are “Promising” to “Exemplary” and may not need program improvement at this time.

Note: Original rubric designed by the National Dissemination Center for Career and Technical Education; adapted for use by the NH DOE February 10, 2014.