**OK Technology Centers – Academic Team Self-Study (ATSS) for Continuous School Improvement**

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| **Technology Center District:** | **Site:** | **Date Submitted:** |
| **Submitted by:** | **Position:** |  |

Each Oklahoma technology center should analyze the needs of its academic enhancement program and how it serves students on an annual basis. Goals and strategies should be developed to meet these identified needs. The criteria on the following pages should be reviewed on an annual basis. Your academic program should not try to address all of the criteria in any given year; rather the criteria is cumulative as a mature academic enhancement program is developed, implemented and evaluated for student results. THIS TOOL IS MEANT TO:

* + identify successes/challenges each technology center faces in its implementation of quality academic services
  + identify areas for more targeted professional development
  + move technology center academics toward continuous school improvement

1. In the first set of **GOLD** **(PART A)** boxes below, please rate your Stage of Implementation for each criteria at the beginning of the school year. Not all criteria will be addressed by each tech center. The unused criteria should then be marked "no activity." Bulleted comments are added in the last box along with any documentation that needs to be attached.
2. In the **GREEN** **(PART B)** boxes, you will gather data for the items listed.
3. In the **BLUE** **(PART C)** boxes, at the end of this document, each technology center should select **2** strategies they wish to improve each year. One may be a process improvement, which will likely not take excessive time. The other strategy improvement would then need to be a larger project that the staff feels needs to be developed, strengthened or enhanced.
4. **EVERY YEAR**, this document should be completed BY EACH SITE and uploaded into the shared Google Doc file by **JUNE 15th**. ODCTE staff will analyze the information submitted and respond with comments and/or suggestions. Remember to consider the entire Academic Enhancement area and not just a single person's job. If you have questions, please contact Tommi Leach, 405-743-5524 or [tommi.leach@careertech.ok.gov](mailto:tommi.leach@careertech.ok.gov)

**Stages of Implementation:**

* **No Activity**
* **Planning/In Progress**
* **Partially Implemented**
* **Fully Implemented**
* **Advanced Implementation**

**PART A: Academic Instruction, Enhancement & Integration:**

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| **Criteria** | **Stage Of Implementation** | **Process Description** |
| 1. Academic instruction is integrated in all full-time programs |  |  |
| 1. Technical instructors reinforce the importance of integrating academic instruction into their technical training to maximize technical success |  |  |
| 1. Specific accommodations required for special needs students attending the technology center are systematically implemented by instructors |  |  |
| 1. Students’ progress through their career major competencies is identified and documented |  |  |
| 1. Project-based activities and/or team projects are utilized to incorporate academic skills in the technical program |  |  |
| 1. Academic instruction is sometimes delivered jointly to entire classes or in planning/team teaching by academic and technical instructors |  |  |
| 1. Meet regularly with academic advisory committee composed of academic partners (i.e., CTE instructors, partner school teachers, business/industry partners, parents, etc.) to ensure strengthening of academic instruction in CTE |  |  |

**Content & Instructional Delivery**

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| **Criteria** | **Stage of Implementation** | **Process Description** |
| 1. Provide individuals with achievement, interest and/or aptitude assessments |  |  |
| 1. Assisting all students in recognizing the relevance of academic skills required for educational, technical and career success |  |  |
| 1. Academic instruction includes but is not limited to math, science, written language and reading comprehension |  |  |
| 1. Assist individuals in identifying, implementing and meeting academic goals |  |  |
| 1. Students can explain mathematic or scientific principles underlying technical actions |  |  |
| 1. Students’ learning styles are identified and utilized for meeting individual needs and expanding comfort zones for the students |  |  |
| 1. Student academic progress is reported to technical instructors on a regular basis |  |  |

**Related Skills:**

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| **Criteria** | **Stage of Implementation** | **Process Description** |
| 1. A variety of materials and assistance is available for students who are preparing for certification, licensure, competency, high school equivalency, or ACT testing |  |  |
| 1. English Language Learners instruction incorporates building workplace fluency in the English language and communication, including speaking, reading and writing |  |  |
| 1. Employability skills are delivered to all students |  |  |

**System Support:**

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| **Criteria** | **Stage of Implementation** | **Process Description** |
| 1. All instructional staff have appropriate preparation and credentials for the area(s) and levels of instruction and/or coordination they provide |  |  |
| 1. Data is collected and analyzed on a regular basis to determine progress, anticipate needs, and make decisions about effectiveness of the academic objectives and strategies on student results |  |  |
| 1. All instructional staff, including paraprofessionals, regularly participate in professional development opportunities directly related to integrating academics and academic enhancement into technical instruction |  |  |
| 1. All staff are prepared for working effectively with students with disabilities |  |  |
| 1. Assisting and coordinating with administration on outlining appropriate standards and scope of academic services in a technology center |  |  |

**Academic Credit Options:**

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| **Criteria** | **Stage Of Implementation** | **Process Description** |
| 1. If academic credit is granted through the technology center, current state statutes and regulations are strictly followed and teachers of record hold appropriate current certification and advanced degrees or credentials |  |  |
| 1. The sending school and technology center jointly develop policies and procedures for awarding credit |  |  |

**PART B:**

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| **DATA:** |

**PART C: Choose 2 criteria listed in part A to develop, strengthen, and/or enhance.** Please provide the following information for those criteria:

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| **Year** | **Criteria**  **(copy and paste entire criteria)** | **Process Description** | **Person(s) Responsible** | **Beginning Year Data/**  **Year-End Data** | **Measurable Goal**  **Indicate Met or Not Met** |
|  |  |  |  | **Beginning Year Data:**  **Year-End Data:** |  |
|  |  |  |  | **Beginning Year Data:**  **Year-End Data:** |  |

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| **Year** | **COMMENTS BY ODCTE** |
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| **Year** | **Criteria**  **(copy and paste entire criteria)** | **Process Description** | **Person(s) Responsible** | **Beginning Year Data/**  **Year-End Data** | **Measurable Goal**  **Indicate Met or Not Met** |
|  |  |  |  | **Beginning Year Data:**  **Year-End Data:** |  |
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| **Year** | **COMMENTS BY ODCTE** |
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| **Year** | **COMMENTS BY ODCTE** | | | | |
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