K12 CAREERTECH STANDARDS – 5-YEAR PROGRAM EVALUATION FORM

STANDARD 1: LEADERSHIP AND ADMINISTRATION

This standard examines how school leadership and administration action guides and sustains the organization. This includes the school's governance system, how the organization fulfills its legal, ethical, and societal responsibilities, and how it supports the community. This standard examines how the school develops strategic objectives and action plans and how progress is measured.

QUALITY INDICATOR	DOCUMENTATION	MET	STRENGTHS	AREAS OF IMPROVEMENT
1. Leadership Support • Support from local administration and board • On-site discussion	Examples of support and involvement with the program and HOSA chapter; school board presentations; program upgrades; additional funding; participation on advisory committee; permission to participate in activities and field trips; no extra duties assigned; IT support	☐		
2. CareerTech Education Program Secondary Contract (HSE Program Specialist will document**)**	Signed CTE contract by the superintendent (submitted annually in early fall to ODCTE Deputy State Director)	☐		
3. Class Assignment OCAS Codes • HSE Program Specialist will document	State Department of Education report (found in online teacher certification file) of course OCAS codes assigned to teacher by local administration (must be approved HSE courses)	☐		

STANDARD 1: LEADERSHIP AND ADMINISTRATION	☐ MET/NOT MET ☐

Superintendent:		Superintendent Email:		CTE Director:	
Principal:		Principal Email:		CTE Director Email:	

HSE Staff Comments:

HSE Staff Follow-up Comments/Update: (only if standard was not met initially and a follow-up is needed)

	School:	Teacher:	Program PID:
OKLAHOMA CareerTech — HSE Health Science Education	Evaluator:	Visit Date:	

STANDARD 2: INSTRUCTION AND TRAINING

This standard examines the content and performance objectives of the program at a level and quality that is acceptable whether a student moves on to postsecondary education, the military, or the workforce. The program/training should be designed to provide the cognitive, affective, and psychomotor skills to teach knowledge and develop skills necessary for employment. Student leadership development activities are also considered an integral part of instruction. All approved programming shall be conducted in accordance with state standards, policies, and operational procedures.

QUALITY INDICATOR	DOCUMENTATION	MET	STRENGTHS	AREAS OF IMPROVEMENT
1. Program Strategic Plan – shows long-range (2-3 years) planning and goals for program success	Program Strategic Plan (template in Teacher Resources on ctYOU.org)	☐		
2. Class Schedule • Reporting correct courses/OK Promise credit • Teaching approved courses and sequencing	Teachers Daily Schedule; including planning & lunch period. Name, Room #, HOSA logo. Should be posted outside / inside classroom	☐		
3. Course/Program Information • Course syllabi with minimum requirements • Classroom policies & procedures, grading policy • Academic integration • Capstone Course – last course in sequence of courses identified in the state-approved instructional framework	Syllabi for courses, program handbook, lesson plans, projects, student work samples showing academic integration, sequence of courses identified in program, plan of instruction for capstone (if teaching it) (Samples in Teacher Resources on ctYOU.org)	☐		
4. Instructional Materials and Use of Technology • Learning/classroom management system (LMS/CMS), software, videos, textbooks, internet resources, integrated projects and rubrics, etc. • Innovative methods and technology used • Projects or websites used to enhance instruction	Link to ctYou.org site or other LMS/CMS used to manage coursework, evidence of technology used, screenshots, list of resources and websites/apps; sample projects/rubrics	☐		
5. HOSA Chapter • Membership – good standing with state/national offices, all students have the opportunity to be a member, and majority of students are members • Elected HOSA officer team • Active Program of Work • Regular meetings run by officer team • Promotional activities – methods for promoting HOSA in the school and community • Community involvement	Membership list, paid invoices, receipts, list of officers, Program of Work, monthly meeting agendas and minutes, guest speakers, community activities, published articles, social media, brochures, website, images, videos, percentage of membership increase, volunteer hours, HOSA awards, etc.	☐		

6. HOSA Leadership • Participation at state and national/international levels • Recognition beyond local level • <mark>HSE Program Specialist will document FLC & SLC</mark>	Evidence of instructor <u>and</u> student participation in Fall Leadership (FLC), state and national/international conferences; competitive events; state/national recognition; HOSA awards; regional/state training; state/ national officer candidates; HSE Day at the Capitol	☐		
7. Work-Based Instruction • Opportunities to practice skills on real-world activities/projects • Requires critical thinking based on course outcomes	Sample projects with final outcomes that simulate workplace skills; live-work projects; rubrics/evaluations; real-world activities; school-based enterprise; images	☐		
8. Worksite Experiences – <u>Only if students are placed offsite for training</u> • Documentation of training and coordination of worksite experiences *Indicate "NA" under Strengths if not applicable.*	Memorandum of Training, contract, training plans, appropriate placement, employer evaluations, record of coordination visits/ evaluations each grading period, student self-evaluations, mentor training, etc.	☐		
9. Learning Differences/Differentiating Instruction • Differentiated instruction of students • IEP students enrolled in program • Different learning styles addressed	Samples of how learning differences are addressed; sample training plans; participated in training for differentiation (<mark>On-site discussion with Program Specialist</mark>)	☐		

STANDARD 2: INSTRUCTION AND TRAINING			☐ *MET/NOT MET* ☐	

HSE Staff Comments:

HSE Staff Follow-up Comments/Update: (only if standard was not met initially and a follow-up is needed)

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Evaluator:		Visit Date:	

STANDARD 3: SUPPORT SERVICES

This standard examines the support services utilized in obtaining performance objectives of instruction and training. All students shall be provided with information on career options, advised on appropriate educational paths to meet career goals, and provided with the necessary support for success in their career programs. Academic integration is provided in the context of skills needed for occupational competency, technology familiarity, and other cognitive skills prior to completing their career program.

QUALITY INDICATOR	DOCUMENTATION	MET	STRENGTHS	AREAS OF IMPROVEMENT
1. **Enrollment** • Good enrollment • Meets capacity requirements; maximum of 18 per class (minimum of 10) • Pre-requisites met prior to enrollment	List of class enrollments; school enrollment forms; Salary & Teaching schedule; CESI Enrollment Report; student recruitment methods (brochures; website; links to social media sites like Twitter, Facebook, Instagram); HOSA	☐		
2. **Programs of Study (POS)** • Shows 13th/14th year completion options • Articulation with technology center and 2-year colleges • Alignment between middle and high school courses • POS shared with students	Program of Study; ICAP, sequence of courses aligned to middle/high school and Tech Center program; minutes from advisory committee meetings; correspondence with middle/high school and postsecondary partners (Sample in Teacher Resources on ctYOU.org)	☐		
3. **Career Development/Enhancement** • Career unit • OKCareerGuide.org or something comparable for career development	Career unit or activities; online resources	☐		
STANDARD 3: SUPPORT SERVICES			☐ MET/NOT MET ☐	

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Evaluator:	Visit Date:	

STANDARD 4: MEASUREMENT AND ANALYSIS

This standard examines how the program selects, gathers, analyzes, manages, and improves its data, information, and knowledge assets and how it manages its information technology. It also examines how the program uses review the information to improve its performance.

QUALITY INDICATOR	DOCUMENTATION	MET	STRENGTHS	AREAS OF IMPROVEMENT
1. **Program Expenditures/412 Report** • Submitted to HSE office by Sept 1 • HSE Specialist will document if your program has been submitting the report annually	412 Report; inventory; budget; evidence of proper use of funds, including use of lottery grant funds	☐		
2. **CareerTech Reports** • HSE Specialist will document if these reports were submitted & on time	• Salary & Teaching Report (Sept 30) • CESI Enrollment Report (Oct 30) • Follow-up Report (Mar 15)	☐		
3. **End of Course/Program Test Data** • Students passing tests that prove competency attainment • Approved competency/certification exams for courses taught • All students testing	Student test records from EOI; AP test results; ODCTE, or other industry certifications as identified on state-approved course syllabi; Follow-up Report-reporting ALL student test data; spreadsheet with all student test data (maintain documentation for 5 years)	☐		

STANDARD 4: MEASUREMENT AND ANALYSIS	☐ MET/NOT MET ☐

HSE Staff Comments:

HSE Staff Follow-up Comments/Update: (only if standard was not met initially and a follow-up is needed)

STANDARD 5: PERSONNEL

This standard examines the performance and capability of staff. All instructors should have an adequate general education along with recent work experience that will enable them to relate their instruction to business or industrial methodology. Instructors should meet or exceed state certification requirements and hold a current teaching certificate or credential appropriate to their subject area.

QUALITY INDICATOR	DOCUMENTATION	MET	STRENGTHS	AREAS OF IMPROVEMENT
1. Qualified Instructor	OSDE Teaching certificate ; CareerTech certification letter/certificate (Health Occ); HSE New Teacher Academy Certificate	☐		
2. Professional Development • **HSE Program Specialist will verify OK Summit attendance** (highlighted)	Professional Development Plan; professional development activities list, including agendas, certifications, certificates; Professional Learning Community (PLC) – list of groups/ sites you follow to stay informed; résumé (including affiliations, honors/awards, community activities, training, certifications, etc.)	☐		

STANDARD 5: PERSONNEL	☐ MET/NOT MET ☐

HSE Staff Comments:

HSE Staff Follow-up Comments/Update: (only if standard was not met initially and a follow-up is needed)

School:		**Teacher:**		**Program PID:**
Evaluator:		**Visit Date:**		

STANDARD 6: OPERATIONS

This standard examines how the program plans for success and sustainability. Business and industry sector, other organization and individual community involvement should be addressed. This standard considers the school's ability to provide adequate facilities, equipment, and resources/materials for all students, including those who may need additional accommodations/modifications. It also examines safety and emergency preparedness and the program's adherence to policies and procedures.

QUALITY INDICATOR	DOCUMENTATION	MET	STRENGTHS	AREAS OF IMPROVEMENT
1. Facilities • Condition/appropriateness • Size/arrangement	Observed on-site – kept in good condition; suitable for training program; adequate storage available; arranged appropriately with the space needed for classroom activities, including teamwork opportunities; pictures of facilities	☐		
2. Equipment and Supplies • Appropriate in quality and quantity for training • Each student has their own training station	Observed on-site; inventory; number of workstations compared to enrollment numbers; equipment service agreements; IT support available; pictures of equipment	☐		
3. Safety • Classroom/lab free of safety hazards • Safety unit/test –100% on safety test for every student	Observed on-site – classroom Safety practices implemented; safety unit and test; sample student test; gradebook showing all students have passed safety exam with score of 100%	☐		
4. Physical Accommodations for Students with Disabilities	Observed on-site; specialized equipment/software or modifications; lesson plans and tests documenting accommodations; IEPs	☐		
5. Advisory Committee • Meets formally at least once a year • Includes primarily business representatives within all pathways taught • Additional committee participants include a parent, current/former student, local administrator or counselor, technology center teacher, and college representative	Advisory committee list that includes name, company, and job title; meeting agendas and minutes (2-3 years); minutes should include committee recommendations and actions taken on recommendations (Samples in Teacher Resources on ctYou.org)	☐		
6. Industry Involvement • Business engagement opportunities for students • Field trips, guest speakers, mentors, work-site coordinators, job shadowing, projects, community service, career prep/mock interviews, job fairs, HOSA event prep	HOSA Program of Work; list of industry-related activities; work-site and job shadowing records; industry communications; published articles; social media; community service	☐		

	School:	Teacher:	Program PID:
OKLAHOMA CareerTech — HSE Health Science Education	Evaluator:	Visit Date:	

STANDARD 6: OPERATIONS	☐ MET/NOT MET ☐
HSE Staff Comments:	
HSE Staff Follow-up Comments/Update: (only if standard was not met initially and a follow-up is needed)	

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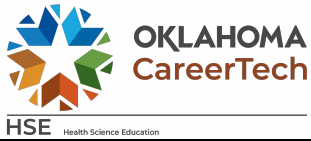## ADDITIONAL INFORMATION (PROVIDED BY INSTRUCTOR)

Share Your Expertise: Is there an instructional method, technology, project, or topic that you would be willing to share or present to other teachers? If so, please explain.

Best Practices: What is something about you, your program, or HOSA chapter that you are proud of? Share examples of how your students are experiencing success.

Challenges: What challenges are you facing in your program?

ODCTE Assistance: How can we provide you with better assistance?

Additional Comments:

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School:	Teacher:	Program PID:
Evaluator:	Visit Date:	

EVALUATION SCORING SUMMARY

Standard	Met	Not Met	Comments
Standard 1: Leadership and Administration	☐	☐	
Standard 2: Instruction and Training	☐	☐	
Standard 3: Support Services	☐	☐	
Standard 4: Measurement and Analysis	☐	☐	
Standard 5: Personnel	☐	☐	
Standard 6: Operations		☐	

If any standard is marked NOT MET, program will be placed on Probation for one year or less.

	Yes	No	If yes, probation period identified through what date?
Program placed on probation?	☐	☐	

SIGNATURE OF PROGRAM REVIEWER/HSE PROGRAM SPECIALIST

HSE Program Specialist:	Date:

Reviewer Comments:

School:	Teacher:	Program PID:
Evaluator:	Visit Date:	

HSE Staff: Only complete this section if standards were not met during initial evaluation and a follow-up visit is required.

FOLLOW-UP EVALUATION SCORING SUMMARY (IF NEEDED)

Standard	Met	Not Met	Comments
Standard 1: Leadership and Administration	☐	☐	
Standard 2: Instruction and Training	☐	☐	
Standard 3: Support Services	☐	☐	
Standard 4: Measurement and Analysis	☐	☐	
Standard 5: Personnel	☐	☐	
Standard 6: Operations	☐	☐	

	Yes	No	If probation period not removed, what are the next steps?
Probation period removed?	☐	☐	

SIGNATURE OF PROGRAM REVIEWER/HSE PROGRAM SPECIALIST ON FOLLOW-UP

HSE Program Specialist:	Date:

Reviewer Comments:

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