CTE / CTE STEM Program Advisory Review and Goal Setting

Program Review and Goals Setting Questionnaire

To be completed collaboratively by members of the Program Advisory Committee

Program Advisory Committee: _Arts Communication_

Below are eleven elements of a quality CTE program that fall under the oversight responsibility of the industry representatives and CTE / CTE STEM instructors that make up the Program Advisory Committee. As an advisory committee, please discuss and indicate the degree to which each indicator is in place for the following elements within your particular program area. In making your determination, use the following scale to determine and indicate your responses:

1 = No need for improvement in this area.   2 = Some improvement in this area is needed.   3 = Need improvement in this area.

From your discussions, identify potential needs and goals for your program that can be included in your committee's program of work for the future. After you have completed this worksheet, please return the worksheet to the CTE Program Director (Carl L Fender). The CTE / CTE STEM department will retain a copy of this evaluation for our records, and return your original evaluation forms to your advisory committee to serve as a resource for your work and activities.

Program Elements	Indicators	Status (Circle One)	Needs and Goals
1. Program Advisory Committee	PAC membership reflects range of district programs you oversee? PAC members attend PAC meetings on a consistent basis?	① 2 3 ① 2 3	Community members reflect emphasis on photography and publications. Graphic arts and video production representation needed.
2. Recognition of Achievement	PAC formally recognizes outstanding student achievement?	① 2 3	CTE staff consistently encourages and generates participation in area and national contests. Successes should be shared with community members. Community members should be used as a resource to identify additional opportunities for students.
3. Authentic Performance Tasks	Performance Assessments/Tasks within the Curriculum Frameworks reflect tasks required of those in the industry?	1 ② 3	Conversations with community members reflect a strong connection in the classroom with traditional and emerging practices in related career fields.
4. Shop/Lab Safety	MSDS notebooks are present in labs where hazardous chemicals are used? Shop/lab use procedures are clearly posted in the classroom? Safety tests are mandatory element of classroom curriculum?	1 2 3 1 2 3 1 2 3	n/a

Program Elements	Indicators	Status (Circle One)	Needs and Goals
5. Curriculum Frameworks	Curriculum Frameworks are developed for each course within the program?	① 2 3	Yes!
6. Academic Integration	Literacy strategies and practices are integrated in program courses?	1 2 3	Writing and other communications are regularly practiced in the classroom. Practices need to be developed to include prompts and assessments to support HSPE and/or End of Course exams.
	HSPE and or End of Course (EOC) format prompts and assessments are integrated in program courses?	1 2 3	
7. Industry and Post-HS Connections	Articulation agreements are currently in place for the program?	1 2 3	Photography, publications, ...
	Articulation agreements have been reviewed within past two years?	1 2 3	Yes
	Opportunities to obtain industry certification are integrated into the program?	1 2 3	Certifications need to be pursued
Program Elements	Indicators	Status (Circle One)	Needs and Goals
8. Work-Based Learning	Field trips to industry sites, job shadows, and/or guest speakers are integrated into program?	1 ② 3	Yes
	Internship and employment opportunities are promoted within the program?	1 ② 3	Yes
9. Student Leadership Development	Instructional activities from relevant CTSO's (i.e. DECA, FBLA, FCCLA, TSA, SkillsUSA, FFA, WCTSMA) or equivalent are integrated into the program curriculum to develop core leadership skills?	① 2 3	TSA the primary CTSO for our program areas
	Opportunities for service projects are integrated into program?	① 2 3	Yes, especially programs tied to ASB like publications where service projects are required by school ASB constitutions.
10. Marketing and Promotion	Information brochures/materials are updated and available for program?	① 2 3	Yes
	School counselors visit and receive information about your program?	① 2 3	Yes
	Students receive information/orientation to program prior to registration?	① 2 3	Yes
11. Equipment and Technology	The equipment and technology currently used in this program is similar to that used and required in industry.	1 ② 3	Note: If the answer to any of these three items falls within the 2- 3 range, please complete the "CTE Equipment and Technology Evaluation and Request Form" included with this evaluation form.
	The equipment and technology currently used in this program aligns with the units and standards outlined in the Curriculum Frameworks for this program.	1 ② 3	
	The quality and quantity of equipment and technology used in this program is adequate to effectively prepare students for post-high school training and/or employment demands within this program area.	1 ② 3	

Please sign below and return your completed evaluation to the Career and Technical Education Department.

Everett Public Schools

CTE / CTE STEM Program Advisory Review and Goal Setting

Learning that works for Washington
CTE

Advisory Member or Teacher Name (Please Print)	Advisory Member or Teacher Signature	Date
Bill Trait	_Bill Trait_	5/7/2012
Scott Shafer	_Scott S._	5/7/12
Justin Best	_signature_	5/7/12
Rick Wigre	_Rick Wigre_	5/7/12
John Dow	_John Dow_	5/7/12
MIKE ARCHER	_Mike Archer_	5/7/12
Yvonne Linnabary	_Y Linnabary_	5/7/12
Laura Follis	_Laura Fo_	5/7/12