CTE / CTE STEM Program Review
Program Evaluation for <u>Marketing</u>

(Global Marketing, Marketing Promotions, Advanced Marketing, Student Store, Sports & Entertainment Marketing, Fashion Merchandising)

This document was developed to assist in evaluating Career and Technical Education STEM Programs throughout the district. Quality CTE STEM programs are those which meet program standards based on the quality indicators provided. The goal of the evaluation process is to assist in improving programs. Documentation for each standard must be available upon request. This document is to be used as the basis for the following processes:

1. On-site Reviews, Audits and Visits
2. Annual CTE Program Evaluation
3. Four-Year Program Re-Approval
4. Consolidated Program Review (CPR) Evaluation

The review will determine ratings for the following quality indicators. Programs with identified deficiencies will be asked to develop a CTE STEM Program Improvement Plan.

EDUCATOR LICENSING (George Brush, Rose Smith, Laurie Elmer, Jodi Galli, David Marques, James Schmidt)

STANDARD 1:		
All instructors are licensed and appropriately endorsed and current.		
QUALITY INDICATORS		
1.1 The instructor is licensed and appropriately endorsed to teach all corresponding courses / programs. Using the ratings below, determine the instructor endorsement status for each course / program taught.		
	Comments	Rating
The instructor is certified in the area of courses being offered.	All instructors are certified in Marketing Education	**Yes**　　　　No
The instructor is on track for renewal of certification.		**Yes**　　　　No

http://www.k12.wa.us/CareerTechEd/Forms/CTEProgramStandards2011.pdf

The instructor has Certifications required by industry.	Not Applicable	Yes	No
The instructor has an updated teacher PDP on file.	Not Applicable	Yes	**No**
Program Advisory board has approved instructor.	Upon Completion of document	**Yes**	No
The instructor has Work based learning endorsement.	George, Jodi, David	**Yes**	No
Additional Information and/or Comments: None			

CURRICULUM, INSTRUCTION AND EVALUATION

STANDARD 2				
Curriculum, instruction, and evaluation are based on the state-approved standards and frameworks				
2.1 Each course offered in the program is a state-approved Classification of Instructional Program (CIP)				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
Course is not aligned to correct CIP code or the Career Cluster.	Course is not aligned to a CIP code, but is in the correct Career Cluster.	Course is aligned to correct CIP code and Career Cluster.	**Course is aligned to CIP code, Career Cluster, and OSPI Pathway.-All marketing courses**	State Frameworks aligned with 16 career clusters
2.2 Each course offered uses state approved standards, objectives, and competencies.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
No evidence of alignment to state standards in coursework.	Evidence of some objectives, competencies, and standards in coursework.	Evidence of clear objectives, competencies, and standards alignment in coursework.	**Evidence of clear objectives, competencies and standards alignment to coursework.-All marketing courses**	Same frameworks for like courses throughout district. 21st Century Skills
2.3 Course/program prerequisites are followed.				
Global Marketing is a required course for entrance to all other Marketing courses at JHS, CHS, EHS				
2.4 Program articulates with related post-secondary training, education programs and/or apprenticeships.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**

No articulation developed.	Articulation conversation began in advisory meeting.	Articulation meeting held with both parties but not signed.	**Articulation meeting held with both parties, signed and on file.-All marketing courses**	Agreements signed and on file with District. College in H.S. & Tech Prep

2.5 Guest speakers are utilized in the classroom.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
No guest speakers are currently being invited to speak in the classroom.	**Guest speakers rarely present in the classroom.** (Global Marketing, Fashion Marketing, Sports & Ent. Marketing & Marketing Promotions)	**Guest speakers have presented in the classroom.** (Student Store & Advanced Marketing)	Guest speakers have presented in the classroom on a regular basis.	Area of Improvement, as some courses have more than others. Staff looking for more opportunities. Guest Speaker forms filled out by students.

2.6 Student evaluation systems are in place and based on identified program objectives.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
No student evaluation has been developed.	Some student evaluations are in place but are not based on identified program objectives.	Student evaluations are in place and are based on identified program objectives.	**Student evaluations are in place and are based on identified program objectives.**	Common Summative Assessments which include Marketing Standards, 21st Century Skills, and Common Core are used at all three high schools to assess student learning.

2.7 Each course has a disclosure statement, including syllabus, goals, objectives and grading policies.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
No evidence of course description, syllabus, goals, or objectives including grading policy.	Evidence of course description, goals, objectives but not a grading policy.	Evidence of course description, goals, objectives and a grading policy.	**Evidence of course description, goals, objectives and a grading policy aligned to framework.**	In place at all high schools and submitted to administration.

2.8 Program prepares students for related employment opportunities.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
Program does not prepare students for related employment opportunities.	**Program prepares students for related employment opportunities through a few integrated lessons.**	Program prepares students for related employment opportunities with a variety of lessons.	Program prepares students for related employment opportunities in all of the daily activities. Rose Smith	Teachers focus more on teaching marketing concepts and need to refocus efforts to make connections related to marketing careers.

2.9 Keep three or more current and different general and technical program area magazines and reports available and accessible for students.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
There are none available or they are not accessible or not integrated into program.	**Two available, but not accessible or integrated into program.**	Three are evident and accessible.	Four are available, accessible and integrated into curriculum.	Online publications, Wall Street Journal, DECA Dimensions, and Vendor Catalogs currently used. Financial support requested for resources that are fee based.

2.10 Up-to-date technology is used for instruction and evaluation/testing.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
Technology is over four years old and not used for instruction or student assessment.	**Technology is over four years old however is being used for instruction or student assessment.**	Technology is near four-year rotation schedule and used for instruction and/or student assessment.	Technology is current and used for instruction and/or student assessment.	Need to explore technology currently utilized in business community.

2.11 The instructional program reflects work behavior and group/team work dynamics.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
No work behavior or group/team work dynamics are being integrated into daily activities for students.	Some work behavior or group/team work dynamics are being integrated into daily activities for students.	**Work behavior or group/team work dynamics are reinforced into daily activities for students.** (Global Marketing,	**Students exhibit work behavior or group/team work dynamics daily in class automatically.** (School Store & Advanced Marketing)	Multiple assessments utilize 21st Century Skills and require students to display teamwork skills and work

		Fashion Marketing, Sports & Ent. Marketing & Marketing Promotions)		behavior

2.12 Instructional materials and classroom management reflects that the development of good customer relations/human relations training.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
Instructional materials and classroom management do not reflect the development of good customer relations/human relations training.	Instructional materials and classroom management reflect some development of good customer relations/human relations training.	**Instructional materials and classroom management reflect development of good customer relations/human relations training most of the time.** (Global Marketing, Advanced Marketing Fashion Marketing, Sports & Ent. Marketing & Marketing Promotions)	**Instructional materials and classroom management reflects that the development of good customer relations/human relations training all of the time.** (Student Store)	Integration of 21st Century Skills into all course Frameworks & Summative Assessments.

2.13 The classroom/laboratory and equipment is reasonably set-up within a systematic flow of production.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
The classroom is poorly set-up without a flow and is messy with no organization evident.	The classroom is set-up with a flow but is messy and no organization evident to students.	The classroom has a flow but no organization evident to students for set up of equipment and materials and clean up.	The classroom is set-up with a flow, clearly organized and evident to students in how to set-up and cleanup of equipment and materials.	*Not Course Specific – Teacher Specific*

2.14 Visual reminders of appropriate work behaviors are posted and easily viewed.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
No evidence of visual posters or reminders.	Evidence of a few visual posters or reminders.	Evidence of visual posters or reminders in the classroom at random places.	Evidence of visual posters and reminders at each station and throughout classroom.	*Not Course Specific – Teacher Specific*

2.15 Instructional materials reflect the appropriate work habits for the industry.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
Instructional materials do not reflect the work habits	Instructional materials reflect the appropriate	Instructional materials reflect the appropriate work	Instructional materials reflect the appropriate work	Instructional materials are based

of the industry.	work habits for industry in some coursework.	habits for the industry in most of the coursework.	habits for the industry in all of the coursework.	on MBA Research standards. Marketing Essentials Textbook, LAPS, and Frameworks

2.16 Evidence exists that all "live work" benefits the students and supplements on-going instruction.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
No evidence exists that all "live work" benefits the students and supplements on-going instruction.	Evidence exists that all "live work" benefits some of the students and supplements on-going instruction.	**Evidence exists that all "live work" benefits most of the students and supplements on-going instruction.** (Global Marketing, Advanced Marketing Fashion Marketing, Sports & Ent. Marketing & Marketing Promotions)	**Evidence exists that all "live work" benefits all of the students and supplements on-going instruction all of the time.** (Student Store)	Students working Daily in the student Store. Visual Merchandising Display Case Project and Apparel Product Development in Fashion Merchandising. Sales Demonstration in Global Marketing. Advertising Campaign for Marketing Promotions. Sports Promotion Plan in Sports Marketing.

Additional Information and/or Comments:
Pre-requisites are not followed by school administration or counseling staff.
Marketing wants to re-look at marketing articulation agreement and to potentially re-align.

STUDENT ACCESS TO PROGRAM

STANDARD 3	
Equal access is provided to all students, including non-traditional and special populations.	
Quality Indicators	**Evidence/Artifact**
3.1 Instructional program encourages the elimination of gender bias and stereotyping. • How do you recruit special population students into your CTE program?	All students are eligible and encouraged to

•	Do your CTE program promotional materials seek to be representative of gender, race, color, national origin or disabilities?	register for all Marketing courses and participate in corresponding CTSO (DECA)
3.2	Educational environment honors diversity and respect of each individual. • Do minority students enroll in your classes? Why or Why not? • What is done to increase enrollment of special population students, especially male/female enrollments in programs considered nontraditional for their gender? • Who is designated as your school's grievance officer? Are you familiar with the grievance process?	Yes, all marketing courses exhibit diversity and reflects overall school population diversity. Percentage of minority students in courses is equal to or greater than overall percentage of minorities throughout school. Item of Note: Male instructors in Fashion Merchandising helps eliminate social and gender bias towards enrollment in this course. Female instructors in Sports & Entertainment Marketing helps eliminate social and gender bias towards enrollment in this course.
3.3	Fair and impartial practices are incorporated into the classroom to facilitate the academic achievement of all students. • As a CTE teacher, have you ever been involved in student Section 504 plans? • What specifically was your role in that plan? • What promotions or recruitment activities does the CTE program pursue within the high school and to pre-high school students? • What do these activities do to encourage students to enroll in nontraditional programs and to encourage students of color, national origin and disabilities to seek out and enroll in these CTE programs?	All marketing courses incorporate hands-on instruction and activities. This hands-on approach is used as a promotional tool to encourage 504 and SPED students to participate in marketing courses. Marketing

	teachers attend 504 meetings and IEP reviews and provide required input.
3.4 Fair and impartial assessment practices are incorporated into the classroom. • What instructional, evaluation and/or testing accommodations do you make for special population students?	Provide a variety of modified assessment tools.
3.5 Facility is free of barriers that would result in the denial of access to persons on the basis of race, color, national origin or handicap. • What is done to ensure that students with limited English proficiency are successful in your classes? • Are there any physical barriers that will limit the access of special population students in your classroom? • Where would you put a student in a wheelchair in this classroom? Why? • What physical accommodations would need to be made to ensure the accessibility of all students in this classroom?	Provide a variety of modified assessment tools. Utilize ELL teacher support resources at school. *ADA Classroom arrangement – Work Site & Teacher Specific*
3.6 Entire curriculum is available to all students.	YES
Additional Information and/or Comments: Refer to Evidence.	

SAFE PRACTICES

STANDARD 4				
Safe practices are understood and implemented.				
4.1 State, Labor and Industry (L&I), and/or district health and safety policies and procedures are utilized.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
State, Labor and Industry (L&I), and/or district health and safety policies and	Some State, Labor and Industry (L&I), and/or district health and safety	Most State, Labor and Industry (L&I), and/or district health and safety	**All State, Labor and Industry (L&I), and/or district health and safety**	District Safety policies and procedures are followed in all courses.

procedures are not utilized.	policies and procedures are utilized.	policies and procedures are utilized.	**policies and procedures are utilized.** (Special Emphasis in Student Store)	Required safety equipment is present in all classrooms.

4.2 The instructor has the appropriate state recognized training for the safe use and maintenance of the equipment.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
The instructor has not acquired appropriate training and certification on the equipment. This is to insure proper instruction to students and maintenance of the equipment.	The instructor with certification has acquired some training on equipment. To insure proper instruction to students and maintenance of the equipment.	The instructor has acquired adequate training and certification on equipment. This is to insure proper instruction to students and maintenance of the equipment.	**The instructor has acquired full training and certification on equipment. This is to insure proper instruction to students and maintenance of the equipment.**	Equipment training manuals are readily available and utilized.

4.3 A safety evaluation of the program's facility and equipment is conducted on an annual basis. Requests have been made to the district for correction of any safety deficiencies noted on the safety evaluation.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
A safety evaluation of the program's facility and equipment has not been conducted on an annual basis. Or requests have been made to the district for correction of safety deficiencies noted on the safety evaluation and not acted upon.	A safety evaluation of the program's facility and equipment is conducted on an annual basis but without any corrections of safety violations.	A safety evaluation of the program's facility and equipment is conducted on an annual basis. Discussion has been to correct the safety violations but work order not submitted.	**A safety evaluation of the program's facility and equipment is conducted on an annual basis. Requests have been made to the district for correction of any safety deficiencies noted on the safety evaluation.**	End of the year evaluation of facility by each teacher. Any necessary work orders are submitted to administration as needed at end of school and throughout on case by case basis.

4.4 Where appropriate, evidence of hazardous material handling instructions is retained on file to verify the appropriate training has taken place.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
No evidence of hazardous material handling instructions is retained on file to verify the appropriate training has taken place.	Some appropriate, evidence of hazardous material handling instructions are retained but cannot be located.	Appropriate, evidence of hazardous material handling instructions are retained but not filed.	**Where appropriate, evidence of hazardous material handling instructions is retained on file to verify the appropriate training has taken place.**	Only applicable in Student Store course. Hazardous materials information is available and warnings are posted.

4.5 Electrical cords are arranged outside of traffic patterns to prevent accidents.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
Electrical cords are in traffic patterns and could cause accidents.	Electrical cords are not arranged outside of traffic patterns and are randomly throughout classroom.	**Electrical cords are arranged outside of traffic patterns to prevent accidents.**	Electrical cords are arranged outside of traffic patterns to prevent accidents and covered with strips.	Exposed cords are covered using appropriate materials.

4.6 Students receive instruction and must successfully complete and pass a safety test before they are allowed to work on each piece of equipment.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
Students do not receive instruction and do not complete and pass a safety test before they are allowed to work on each piece of equipment.	**Some students receive instruction and must successfully complete and pass a safety test before they are allowed to work on each piece of equipment.**	Most students receive instruction and must successfully complete and pass a safety test before they are allowed to work on each piece of equipment.	All students receive instruction and must successfully complete and pass a safety test before they are allowed to work on each piece of equipment.	Only applicable in Student Store course. Instructors need to develop a safety test for the student store.

4.7 Where applicable, standard precautions as set forth by OSHA, L&I, and Risk Management are implemented.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
NO standard precautions, as set forth by OSHA, L&I, and Risk Management, are implemented.	Some standard precautions, as set forth by OSHA, L&I, and Risk Management, are implemented.	Most standard precautions, as set forth by OSHA, L&I, and Risk Management, are implemented.	**All standard precautions, as set forth by OSHA, L&I, and Risk Management, are implemented.**	Per district requirements.

4.8 Where applicable, laboratory floors are properly marked using the proper color-coding.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
Laboratory floors are not properly marked using the proper color-coding.	Laboratory floors are marked however not with the proper color-coding.	Laboratory floors are properly marked using the proper color-coding but needs repair.	Laboratory floors are properly marked using the proper color-coding.	Not Applicable

4.9 Where applicable, Material Safety Data Sheets (MSDS) are properly displayed and located for easy access for review.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
No evidence of Material Safety Data Sheets are properly displayed and located for easy access for review.	Material Safety Data Sheets are in a binder for review.	Material Safety Data Sheets are displayed and available for review with some effort.	Material Safety Data Sheets are properly displayed and located for easy access for review with table of contents.	Only applicable in Student Store course. Teachers need to acquire MSDS for cleaning supplies.

4.10 Eye and Ear protection are worn where they are required.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
No evidence of students wearing protection for eyes and ears.	Evidence of some of the students using eye and ear protection where required.	Eye and ear protection are worn where required most of the time. A few students need reminders.	Eye and ear protection are worn where required by all students without reminders.	Item of Note: JHS provides students ear plugs while working with Smoothie blenders.
Additional Information and/or Comments: See Evidence Section.				

LONG-RANGE PLANNING

STANDARD 5
There is a 5-year written plan that provides program direction and improvement.

5.1 Instructors have developed a 5-year Goal Chart that is reviewed and updated annually. Plans may include strategies for articulation with other education institutions; establishing and maintaining industry and education partnerships; achieving skills certificates or recognized credentials; repairing, replacing and purchasing equipment; recruiting and mentoring students, etc.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
5 year Goal Chart submitted but with no advisory support and not related to program focus items as they are completed or in progress.	5 year Goal Chart submitted with support but not completed with advisory committee.	5 year Goal Chart submitted with focus items thoughtfully marked completed, in progress or not started yet and with on-going support from advisory committee.	**5 year Goal Chart submitted with advisory committee providing current industry recommendations and focus items clearly marked for five years strategy.**	Regularly preparing 2 year plan and revising on an annual basis.

5.2 Recommendations and suggestions provided by district and school administrators, accreditation teams, counselors, and advisory committees are considered in developing the plan.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
No recommendations	Some recommendations	Several	**Recommendations and**	All parties listed are an

evident.	are evident from others.	recommendations and suggestions are evident from other sources in developing a 5 year Goal Chart.	**suggestions are clearly evident from district, counselors, advisory members and administrators in plan.**	integral part of the planning process.

5.3 Strategies to promote positive public perceptions, local community relations, and student recruitment are part of the plan.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
No strategic recruitment or public relations evident.	Some strategic recruitment or public relations evident in plan but no community relations.	There is evidence of promotion of public perception, some local community relation and student recruitment in the plan.	**Strong strategies are evident in promoting the program positively, strong local community relations, and student recruitment in the plan.**	Refer to plan. Also refer to CTSO Programs of Work.

Additional Information and/or Comments:
Refer to Evidence Section

LEADERSHIP

STANDARD 6				
Intra-curricular student leadership training opportunities are provided through the course.				
6.1a Students enrolled in the program have an opportunity to affiliate and participate in the related CTSO.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
CTSO not established.	CTSO established with some participating in related activities some of the time.	**CTSO established with most students engaged in activities during and after school.**	CTSO established with all students participating in daily activities and after school.	Refer to CTSO programs of work. Selected proficient due to lack of district support of a co-curricular program. i.e. requiring all students in program to become members of the CTSO.
6.1b Local CTSO chapter is affiliated with appropriate state and national organization.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**

CTSO not established.	CTSO has filed application, submitted member roster, and paid dues to state association.	CTSO is established with members participating at regional and state levels.	**CTSO is established with members participating at regional, state, and national levels.**	Membership Roster and Invoices from regional, state, and national association.

6.2 State leadership standards are an intra-curricular part of the program.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
State leadership activities not established into daily class activities.	State leadership activities established into daily class activities with some of the students.	State leadership activities established into daily class activities with most of the students.	**State leadership activities established into daily class activities with all of the students.**	Refer to 21st Century Skills built into Course Frameworks. CTSO competitive events are taught in all courses.

6.3 Leadership activities provide opportunities for students to participate in community service activities.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
Leadership activities not established with community service class activities.	Leadership activities established with some community service class participation.	Leadership activities established with opportunities to do community service for most of the students.	**Leadership activities established with a variety of community service activities for all of the students to choose from**.	Refer to CTSO programs of work. Items of Note: Middle School and community connections.

6.4 Leadership activities provide opportunities for students to participate in leadership training activities.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
Leadership activities not established into daily class activities.	Leadership activities established into daily class activities with some of the students.	Leadership activities established into daily class activities with most of the students.	**Leadership activities established into daily class activities with all of the students.**	Refer to 21st Century Skills built into Course Frameworks. CTSO competitive events are taught in all courses.

6.5 Leadership activities provide opportunities for students to participate in regional, state or national competitions.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
Leadership activities not established into daily class activities.	Leadership activities established into daily class activities with some of the students.	Leadership activities established into daily class activities with most of the students.	**Leadership activities established into daily class activities with all of the students.**	Refer to CTSO programs of work. Regional, State, and National competition opportunities present.

6.6 School/district makes reasonable provision for travel expenses and release time for the advisor(s) to participate in Leadership activities.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
Leadership activities not supported.	Leadership activities established and recognized by district with support.	**Leadership activities established, recognized, and supported most of the time upon request.**	Leadership activities established, recognized, and supported all of the time when requested.	District needs to provide additional financial support for teacher training and leadership opportunities. Special focus on in-state travel costs.

6.7 School/district makes provision for release time for students to participate in leadership activities.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
Leadership activities not established into daily class activities.	Leadership activities established into daily class activities with some of the students supported by district.	Leadership activities established into daily class activities with most of the students supported by district.	**Leadership activities established into daily class activities with all of the students supported by district.**	Students are signed off permission by school administrators and given excused absences.

6.8a If course is using a locally developed leadership plan, and have been approved by OSPI

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
Locally developed leadership plan not established.	Locally developed leadership plan established with some participating.	Locally developed leadership plan established with most students engaged in daily class activities.	Locally developed leadership plan established with all students engaged daily.	Not Applicable.

6.8b Plan demonstrates that skills are developed and practiced at the highest level through classroom integration of individual, group and community activities. Plan meets or exceeds the standards of the recommended CTSO.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
Leadership activities not established into daily class activities.	Leadership activities established into daily class activities with some of the students.	Leadership activities established into daily class activities with most of the students.	Leadership activities established into daily class activities with all of the students.	Not Applicable.
CTSO not established.	CTSO established with some participating.	**CTSO established with most students engaged.**	CTSO established with all students engaged.	Only CTSO present in all three comprehensive high schools.

				Selected proficient due to lack of district support of a co-curricular program. i.e. requiring all students in program to become members of the CTSO.

Additional Information and/or Comments: Selected proficient due to lack of district support of a co-curricular program. i.e. requiring all students in program to become members of the CTSO.

ADVISORY COMMITTEE

STANDARD 7
The program utilizes an advisory committee. Functions of the advisory committee include annual program evaluation, long-range planning, marketing, suggestions and recommendations.

7.1 Program utilizes an advisory committee with appropriate representation, such as business, industry, education, community, government agencies, and special population groups.
    •What are the demographics of the CTE advisory committees in terms of gender, color, national origin and disabilities?

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
Program does not have an advisory committee.	Program utilizes an advisory committee but with some appropriate representation, such as business, industry, education, community, government agencies, and special population groups.	Program utilizes an advisory committee with most representation, such as business, industry, education, community, government agencies, and some special population groups.	**Program utilizes an advisory committee with appropriate representation from all aspects of business, industry, education, community, government agencies, and special population groups.**	All ethnic groups are represented. Mix of genders present. Members come from business, industry, education, community, and government agencies.

7.2 The advisory committee provides input and recommendations for program improvements.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
The advisory committee does not provide input or recommendations.	The advisory committee provides some input and recommendations for program improvements.	The advisory committee provides most of the input and recommendations for	**The advisory committee provides continual and regular input and**	Via the completion of the 2 year plan.

		program improvements.	**recommendations for program improvements.**	

7.3 The advisory committee meets three or more times per year and has written minutes on file with the CTE Office.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
The advisory committee met one time or has not met at all and/or has no written agenda and minutes on file.	The advisory committee meets two times per year and has written agendas and minutes on file.	The advisory committee meets three times per year and has written agendas and minutes on file.	**The advisory committee meets more than three times per year and has written agendas and minutes on file.**	Available at CTE STEM Office.

Additional Information and/or Comments: Refer to Evidence Column.

EMPLOYABILITY, CERTIFICATION, WORKBASED LEARNING

STANDARD 8A - Employability
Proper employability instruction is included in the program. Certification opportunities are offered in the program.

8A.1 State CTE employability standards are an intra-curricular part of the program.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
State CTE employability standards are not an intra-curricular part of the program.	State CTE employability standards are an intra-curricular part of the program sometimes.	State CTE employability standards are an intra-curricular part of the program most of the time.	**State CTE employability standards are an intra-curricular part of the program all of the time.**	Refer to 21st Century Skills built into Course Frameworks.

8A.2 Employability activities provide opportunities for students to participate in community service activities.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
Employability activities not evident.	Employability activities evident with some opportunities for students in the community.	Employability activities provide opportunities for most of the students to participate in community service activities.	**Employability activities provide opportunities for all students to participate in community service**	Refer to CTSO programs of work.

			activities.	
8A.3 Workforce Ready certification is available to students				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
No Workforce Ready certification is available to students.	Workforce Ready certification is discussed at advisory meeting.	Workforce Ready certification is in progress.	Workforce Ready certification is available to students.	Not Applicable – Work Based Learning Coordinators
STANDARD 8B - Certifications				
8B.1 Industry certification preparation is an intra-curricular part of the program.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
Industry certification preparation is not an intra-curricular part of the program.	Industry certification preparation is on the advisory agenda for discussion.	Industry certification preparation is in progress for the program.	Industry certification preparation is an intra-curricular part of the program.	Not Applicable – Item of Note: DECA is looking at obtaining an industry certification as part of their strategic plan.
8B.2 Industry certification testing is available to the student completing the program.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
Industry certification testing is not available to student completing the program.	Industry certification testing is being discussed at advisory level.	Industry certification testing is being developed for the program.	Industry certification testing is available to student completing the program.	Not Applicable – Item of Note: DECA is looking at obtaining an industry certification as part of their strategic plan.
8B.3 The tools and equipment used in the training program reflect the types used in certification.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
The tools and equipment used in the training program do not reflect the types used in certification.	The tools and equipment used in the training program reflect random uses.	The tools and equipment used in the training program reflect some of the types used in certification.	The tools and equipment used in the training program reflect the types used in certification.	Not Applicable – Item of Note: DECA is looking at obtaining an industry certification as part of their strategic plan.
STANDARD 8C – Work Based Learning				
8C.1 Job shadowing opportunities are available to students.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
Job shadowing opportunities are not available to students.	Job shadowing opportunities are being developed for students.	Job shadowing opportunities are available for some students.	Job shadowing opportunities are available to all students at all times.	Not Applicable – Work Based Learning Coordinators

8C.2 Worksite learning (internships) is available to students completing the program.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
Worksite learning (internships) are not available to students completing the program.	Worksite learning (internships) are available to a few students completing the program.	Worksite learning (internships) are available to most students completing the program.	Worksite learning (internships) are available to all of the students completing the program.	Not Applicable – Work Based Learning Coordinators
Additional Information and/or Comments: Refer to Evidence Column				

FACILITIES

STANDARD 9				
Classrooms, laboratories, and storage areas provide adequate, quality, and safe learning environments to meet program objectives.				
9.1 Facilities provided for the program are consistent with program standards and objectives.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
Facilities provided for the program are inconsistent with program standards and objectives.	**Facilities provided for the program are somewhat consistent with program standards and objectives.** (EHS)	Facilities provided for the program are mostly consistent with program standards and objectives.	**Facilities provided for the program are consistent with program standards and objectives throughout.** (CHS & JHS)	EHS school store size, infrastructure and equipment is inadequate for program standards and objectives.
9.2 Environmental factors, such as air and water temperature, noise, ventilation, light, and particulate control are maintained at appropriate levels.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
Environmental factors, such as air and water temperature, noise, ventilation, light, and particulate control are not	Environmental factors, such as air and water temperature, noise, ventilation, light, and particulate control are	Environmental factors, such as air and water temperature, noise, ventilation, light, and particulate control are	**Environmental factors, such as air and water temperature, noise, ventilation, light, and particulate control are**	Per District requirments.

maintained at appropriate levels.	maintained some of the time at appropriate levels.	maintained most of the time at appropriate levels.	**maintained at appropriate levels all of the time.**	

9.3 Storage space is functional and sufficient for instructional materials, supplies, and equipment.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
Storage space is not functional and utilized efficiently for instructional materials, supplies, and equipment.	Storage space is sufficient for instructional materials, supplies, and equipment but not being used efficiently.	Storage space is somewhat functional and sufficient for instructional materials, supplies, and equipment.	**Storage space is functional and sufficient for instructional materials, supplies, and equipment all of the time.**	All teachers organize classroom environment to utilize to space available.

9.4 Classrooms and laboratories are safe, clean, properly maintained, and in good repair to provide an environment conducive to learning.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
Classrooms and laboratories are unsafe, unclean, not properly maintained, or need repair to provide an environment conducive to learning.	**Classrooms and laboratories are unsafe, messy, needs some maintenance and repair to provide an environment conducive to learning.** (EHS)	Classrooms and laboratories are safe, but unclean, mostly maintained, and repaired to provide an environment conducive to learning.	**Classrooms and laboratories are safe, clean, properly maintained, and in good repair to provide an environment conducive to learning.** (JHS & CHS)	Electrical and Internet cords exposed at EHS. Refer to Section 4 – Safety Procedures

9.5 Facility are clean, well organized and reflect industry standards.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
Facility is unclean, unorganized, and do not reflect industry standards.	Facility is picked up, organized, and reflects some industry standards.	Facility is clean, organized, and reflects industry standards.	**Facility is clean, well organized, and reflects industry standards.**	Per district Requirement – Classroom tour.

9.6 Student workstations are adequate and appropriately equipped.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
Student workstations are not adequate and are not equipped.	Student workstations are barely adequate and moderately equipped.	Student workstations are adequate and equipped.	Student workstations are adequate and appropriately equipped.	Boot/Load time for computers are extensive. Programs load slowly. Inadequate RAM to run computer software.

9.7 Hazardous areas are identified with signs.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
Hazardous areas are not identified with signs.	Hazardous areas are identified with some signage.	Most hazardous areas are identified with signage.	**All hazardous areas are identified with signage.**	Per district Requirement

9.8 Fire extinguishers have regular, current inspection tags and meet fire codes for different types of fires.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
Fire extinguishers do not have current inspection tags. There is no checklist to document it each month.	Fire extinguishers have outdated inspection tags There is a checklist to document monthly.	Fire extinguishers have regular, current inspection tags. There is a checklist and it has been documented monthly.	**Fire extinguishers have regular, current inspection tags and meet fire codes for different types of fires and there is a checklist that this has been documented monthly.**	Per district Requirement

9.9 An appropriate electrical disconnect system is available to shut down all equipment in case of an emergency.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
An appropriate electrical disconnect system is not installed to shut down all equipment in case of an emergency.	An appropriate electrical disconnect system is ordered to shut down all equipment in case of an emergency.	An appropriate electrical disconnect system is on schedule to being installed to shut down all equipment in case of an emergency.	**An appropriate electrical disconnect system is installed and available to shut down all equipment in case of an emergency.**	JHS present. Unknown at EHS and CHS.

9.10 Consumables are recycled where possible.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
Consumables are not recycled.	Consumables are separated for recycling, but not monitored.	Consumables are recycled where possible.	**Consumables are recycled and monitored for separation.**	Area of emphasis at each school.

Additional Information and/or Comments:

Refer to Evidence column.

INSTRUCTIONAL MATERIALS

STANDARD 10				
Appropriate instructional materials are available to achieve the goals and objectives of the program.				
10.1 Instructional materials support state approved standards and objectives.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
Instructional materials do not reflect or support state approved standards and objectives.	Instructional materials reflect some and support some of the state approved standards and objectives.	**Instructional materials reflect and support most of the state approved standards and objectives.**	Instructional materials reflect and support all of the state approved standards and objectives.	Currency of text and resource materials needs to be updated. Texts are outdated.
10.2 Adequate instructional materials are available for all students in all courses.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
Adequate instructional materials are not available for all students in all courses.	**Adequate instructional materials are being discussed at the advisory level.**	Adequate instructional materials are on order and in progress for availability to students.	Adequate instructional materials are available for all students in all courses.	Limitations on available textbooks and copied materials.
10.3 Instruction is enriched with appropriate instructional technology and related resources such as computers and software, access to Internet, audiovisual aids, etc.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
Instruction is not being enriched with appropriate instructional technology and related resources.	**Instruction is sometimes enriched with appropriate instructional technology and related resources.**	Instruction is most of the time enriched with appropriate instructional technology and related resources.	Instruction is enriched daily with appropriate instructional technology and related resources.	Internet limitations at district level. Blocked student access to web based resources and sites.
10.4 The instructional materials utilized in the department are 5 years old or less and are on the school purchase rotation schedule on the program Goal Chart.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**

The instructional materials utilized in the department are all out of date.	The instructional materials utilized in the department are 7 years old or less and are not on the school purchase rotation schedule on the program Goal Chart.	The instructional materials utilized in the department are 6 years old or less and are on the school purchase rotation schedule on the program Goal Chart.	The instructional materials utilized in the department are 5 years old or less and are on the school purchase rotation schedule on the program Goal Chart.	District funded instructional materials are out of date. i.e. textbooks and computer hardware & software.

10.5 Materials are available in the school for students to become aware of a broad range of careers, continued education and/or training opportunities.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
Materials are not available in the school for students to become aware of a broad range of careers, continued education, and/or training opportunities.	Some materials available in the school for students to become aware of a broad range of careers, continued education, and/or training opportunities.	Most of the materials available in the school for students to be aware of a broad range of careers, continued education, and/or training opportunities.	**All of the materials available in the school for all students to be aware of a broad range of careers, continued education, and/or training opportunities.**	All 3 comprehensive high schools have fully functioning career center staffed by a certified career specialist, funded through CTE.
Additional Information and/or Comments:				

INCOME GENERATED

STANDARD 11
Income generated in "live work" (fundraising) follows legal and ethical standards
11.1 Income generated in "live work" account is used solely for the program.

Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
Income generated in "live work" account is not used for the program.	Income generated in "live work" account is not used solely for the program.	Income generated in "live work" account is used for the program and students.	Income generated in "live work" account is used solely for the program.	CTE does not cover all equipment needs and operational costs for our labs.

11.2 Income generated projects are not using instructional supplies				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
Income generated projects are using instructional supplies.	Income generated projects are using some instructional supplies.	Income generated projects are using a few instructional supplies.	Income generated projects are not using instructional supplies.	CTE does not cover all equipment needs and operational costs for our labs.

				Programs generate their own funds to purchase lab equipment and materials, but would like to have these costs covered by the district as "instructional supplies"

11.3 Income generating projects follow state, district, and school rules and standards. Income generating projects follow state, district, and school rules and standards

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
Income generating projects do not follow state, district, and school rules and standards.	Income generating projects follow some state, district, and school rules and standards.	Income generating projects mostly follow state, district, and school rules and standards.	**Income generating projects all follow state, district, and school rules and standards.**	Per District Requirement

Additional Information and/or Comments:

Refer to notes in Evidence Section.

ACADEMIC INTEGRATION

STANDARD 12
The program teaches and assesses academic integration within the program.
12.1 Program teaches academic content as required in the approved framework.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
Program does not teach academic content as required in the approved framework.	Program sometimes teaches academic content required in the approved framework.	Program mostly teaches academic content of the time as required in the approved framework.	**Program always teaches academic content as required in the approved framework and will integrate beyond the required.**	Refer to course frameworks.
12.2 Program assesses academic content as required in the approved framework.				

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
Program does not assess academic content as required in the approved framework.	Program sometimes assesses academic content as required in the approved framework.	Program mostly uses formative assessments with the academic content as required in the approved framework.	**Program uses formative and summative assessments with the academic content as required in the approved framework.**	Refer to Course Frameworks. Common formative and summative assessments available.

12.3 Program maintains records of academic progress.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
Program does not maintain records of academic progress.	Program maintains records of academic progress but not in a systematic regular basis.	Program maintains records of academic progress weekly.	**Program maintains records of academic progress daily by standard or concepts.**	Refer to online electronic grade book.

12.4 Academic tutoring is available for students that need assistance.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
Academic tutoring is not available for students that need assistance.	Academic tutoring is available for students that need assistance upon request.	Academic tutoring is available for students that need assistance with support from the library staff.	**Academic tutoring is available for students that need assistance on a daily basis.**	Provided at all 3 comprehensive high schools.
Additional Information and/or Comments:				

PROFESSIONAL ASSOCIATION & DEVELOPMENT

STANDARD 14				
Instructors participate in appropriate professional association and professional development activities.				
14.1 Instructors maintain membership in related state and national professional organizations.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
Instructor does not maintain membership in related state and national professional organizations without support.	Instructors do not maintain membership in related state and national professional organizations with support.	Instructors maintain membership in related state and national professional organizations with support.	**Instructors maintain membership in related state and national professional organizations without support.**	All district instructors are current WAME and WA-ACTE members.

14.2 Instructors strive to upgrade their skills and knowledge by attending conferences, conventions, college courses, staff development in-service, and other sources of training.				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
Instructors fail to strive to upgrade their skills and knowledge by attending conferences, conventions, college courses, staff development in-service, and other sources of training.	Instructors strive to upgrade their skills and knowledge by attending conferences, and other sources of training with support.	Instructors strive to upgrade their skills and knowledge by attending conferences, conventions, college courses, staff development in-service, and other sources of training with support.	**Instructors strive to upgrade their skills and knowledge by attending conferences, conventions, college courses, staff development in-service, and other sources of training without support.**	Meeting Attendance records and conference programs. District employees regularly serve as presenters at in-service and professional development opportunities.
14.3 Instructors act as role models for students and exhibit leadership, teamwork, safety, ethical and professional practices				
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**	**Evidence/Artifact**
Instructors do not act as role models for students and exhibit leadership, teamwork, safety, ethical and professional practices.	Instructors act as role models for students with support.	Instructors act as role models for students and exhibit leadership, teamwork, and safety with support.	**Instructors act as role models for students and exhibit leadership, teamwork, safety, ethical and professional practices without support.**	Teacher Evaluations. Involvement in State Associations. Currently serving on DECA leadership Board and executive officers of WAME.
Additional Information and/or Comments: Refer to comments in Evidence column.				

After the evaluation has been filled out, attach the Goal Chart and have the following sign and turn in a hard copy to the CTE Office.

Advisory Chairperson _____ Date _____

CTE Instructor _____ Date _____

2nd Advisory Person _____ Date _____

3rd Advisory Person _____ Date _____

CTE Director _____ Date _____

Building Principal _____ Date _____