



Quality Program Standards Self-Assessment Tool – Teacher

The Nevada Career and Technical Education (CTE) Quality Program Standards (QPS) include nine components designed to validate CTE programs in public and charter schools. The program standards identified in this document are listed as a model for the local district to design, implement, assess, and improve their CTE programs. They represent rigorous and relevant expectations for program organization and delivery. The standards illustrate the common responsibilities of the student, teacher, guidance counselor, and school administration needed to have a highly effective CTE program.

The self-assessment tool is intended for use by the school and local school districts for program improvement. Each *quality performance standard* includes quality indicators that are used to further define the standard (highlighted performance standards are designated as required triggers for Recognition). Each *quality indicator* is defined by finer, more measurable criteria to determine their rating. The quality indicators are divided into four performance ratings:

RATING	DEFINITIONS
Highly Effective	<ul style="list-style-type: none"> • Ensures extremely effective program performance. • Significantly above criteria for a successful program. • Surpasses the expectation.
Meets Standard	<ul style="list-style-type: none"> • Adequate for effective program performance. • Meets criteria relative to quality and quantity of behavior required for a successful program. • Is the expectation.
Needs Improvement	<ul style="list-style-type: none"> • Insufficient for performance requirements. • Does not meet criteria relative to quality and quantity of behavior required for a successful program. • Is below the expectation.
Not Applicable	<ul style="list-style-type: none"> • No criterion is obtainable for effective performance.

Examples of evidence are given as a reference to help the user provide a rationale for their determination of the indicator’s performance rating. **Evidence is required to be submitted for schools with scheduled Quality Program Review visits only.** Evidence with Personally Identifiable Information (PII), such as Student ID Numbers, Student Birthdates, etc., must be submitted via each district’s Bighorn Portal.

QPS Self-Assessment – Teacher School Information

School District:

High School:

School Year:

Self-Assessment Date:

Career Cluster:

Program of Study:

Teacher(s):

Administrator(s):

Comments:

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Quality Program Standard 1.0: Career Development

Career development is a set of supports that enable students to make informed academic and career decisions. School counselors and teachers, along with other resource personnel, provide career development services to help students gain career knowledge and engage in education and career planning and decision-making. This includes career counseling, career assessments, curricula to help students learn about careers, information about educational opportunities, workforce trends, and job search information.

1.3: Collaboration of Stakeholders

- Collaboration with stakeholders (CTE teachers, academic teachers, special education teachers, transition specialists, counselors, administrators, and parents/guardians) to assist the student in making informed choices that align their high school academic and career plan with their career goals.
- Provide accurate and timely information on further education and training options, including application procedures, enrollment, financial aid and scholarships, and their projected educational, employment, and earnings outcomes to students and their parents/guardians.
- Provide accurate and timely information on regional occupational trends and outlooks, high-demand and high-wage career opportunities, and the educational pathways that lead to current and projected career opportunities to students in the program of study and their parents/guardians.
- Provide accurate and timely information on extended learning experiences available through the program of study, such as WBL, Career and Technical Student Organization (CTSO) participation, and articulated credit to the students in the program of study and their parents/guardians.

- Highly Effective** Collaboration occurs between all appropriate individuals in making informed choices regarding high school academic and career plans/goals covering all topics listed above.
- Meets Standard** Collaboration between the student and two other stakeholders listed above, which includes discussion on topics listed above.
- Needs Improvement** There is minimal, if any, collaboration between stakeholders.

Examples of Evidence: Lesson Plan for Career Planning Activities with Counselor Involvement, Schedule/agenda for Collaboration Meeting Between Stakeholders

Note evidence used to support indicator.

Provide accessible link(s) for site-visit years only. Evidence that is not accessible will not be reviewed.

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1.4: Integration of Career Development

- Integrate career planning, employability skills instruction, and postsecondary education and training options that provide students with information and opportunities relevant to their career goals, allowing for continuous career exploration opportunities into the program of study by the educators.
- Align career development activities with relevant national, State, and/or local standards.

- Highly Effective** The school counselor helps student with career development activities during the CTE program instructional time, employability skills instruction, and identifying their current education/career goals.
- Meets Standard** The CTE teacher integrates career planning opportunities, employability skills instruction, education and training options, and provides students with information relevant to career goals.
- Needs Improvement** The inclusion of career development activities is not evident.

Examples of Evidence: Employability Skills Activities, Career Planning Activities, Career Development Plan, Lesson Plan for Career Development Activity, Interest Inventory Activity

Note evidence used to support indicator.

*Provide accessible link(s) for **site-visit years only**. Evidence that is not accessible will not be reviewed.*

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Quality Program Standard 2.0: Program and Instruction

Each CTE program must be developed according to a comprehensive program of study that provides access to all students and follows State standards that guide students to program completion. A variety of instructional methods are used to integrate academic knowledge, technical skills, and leadership development.

2.1: Program Accessibility

- Ensure equitable access for all students in the CTE program.

- Highly Effective** The program provides opportunities for culturally responsive and/or student-centered learning.
- Meets Standard** The program is accessible to all students.
- Needs Improvement** The program is not accessible to all students.

Examples of Evidence: School Demographic and Special Population Data, Program Demographic and Special Population Data, Evidence of Collaboration with Special Education (without PII), Examples of Activities and/or Lessons that Support Culturally Responsive Learning, Activities and/or Lessons that Encourage Culturally Responsive Learning Process (such as gamified, social, story-type lessons) or Examples of Student-centered Learning Activities

Note evidence used to support indicator.

Provide accessible link(s) for site-visit years only. Evidence that is not accessible will not be reviewed.

2.2: CTE Program Course Sequence

- Provide a fully sequenced CTE program of study and guide students to program completion.

- Highly Effective** Advanced Studies courses are offered, and courses are fully sequenced to create an approved CTE program of study and guide students to program completion.
- Meets Standard** The courses are fully sequenced to create an approved CTE program of study and guide students to program completion.
- Needs Improvement** The courses are not appropriately sequenced to create an approved CTE program of study.
- N/A** This is not a complete program of study.

Examples of Evidence: Program Enrollment Data by Course (without PII), Master Schedule Showing Program Sequence Offered

Note evidence used to support indicator.

Provide accessible link(s) for site-visit years only. Evidence that is not accessible will not be reviewed.

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2.3: Student Enrollment

- Demonstrate effective instruction and safe learning and work conditions based on the current student-teacher ratio maintained in the classroom.

- Meets Standard** Enrollments in CTE courses meet the size of the facility and safe workstations are available for all students.
- Needs Improvement** Enrollments in CTE courses are more than the number of available workstations and safety and/or supervision is a concern because of location and/or inadequate lab/shop facilities.

Examples of Evidence: Class Rosters (without PII), Enrollment Numbers from Data

Note evidence used to support indicator.

*Provide accessible link(s) for **site-visit years only**. Evidence that is not accessible will not be reviewed.*

2.4: CTE Course Curriculum

- Demonstrate the CTE course curriculum is aligned with and based on the appropriate State standards.
- Provide course expectations/syllabi that include program description, program goals, and course objectives.

- Meets Standard** The CTE curriculum is aligned with the appropriate program of study standards and Employability Skills for Career Readiness.
- Needs Improvement** The CTE curriculum is not aligned with the appropriate program of study standards or the Employability Skills for Career Readiness.

Examples of Evidence: Lesson Plan with Alignment to State Standards (including Employability Skills for Career Readiness), Curriculum Examples (including samples or screenshots with standards referenced), Name of the NDE Approved Instructional Material(s) Being Used

Note evidence used to support indicator.

*Provide accessible link(s) for **site-visit years only**. Evidence that is not accessible will not be reviewed.*

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2.5: Instructional Methods

- Use a variety of instructional methods, including learning outcomes, instructional methodologies/strategies, and student evaluation/feedback, are used to integrate academic knowledge, employability skills, technical skills, and leadership development.

- Highly Effective** The students' individual learning styles influence the various instructional methods utilized.
- Meets Standard** A variety of instructional methods are used to integrate academic knowledge, employability skills, technical skills, and leadership characteristics.
- Needs Improvement** Instructional methods are not varied and/or the individual learning styles of the students are not being addressed.

Examples of Evidence: Screenshot or Example from Digital Method Being Used, Lesson Plan(s) (showing varied instructional strategies), Example of Student Work (without PII), Curriculum Examples, Course Syllabi explaining instructional methods

Note evidence used to support indicator.

Provide accessible link(s) for site-visit years only. Evidence that is not accessible will not be reviewed.

2.6: Instructional Improvement

- Use performance data is utilized to guide instruction consistent with student learning goals.

- Highly Effective** Student feedback and local and state student performance data are utilized to guide instructional improvement.
- Meets Standard** Student feedback and local student performance data are utilized to guide instructional improvement.
- Needs Improvement** Minimal or no student data is utilized to guide instructional improvement.

Examples of Evidence: Test Results/Student Feedback Used (without PII), Copy of Activity Using Student Feedback, Lesson Plan Showing Adjustment(s) from Feedback

Note evidence used to support indicator.

Provide accessible link(s) for site-visit years only. Evidence that is not accessible will not be reviewed.

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2.7: Learning Environment

- Demonstrate a learning environment that is positive, safe, and organized to accommodate all students.

- Highly Effective** The learning environment is welcoming and provides opportunity for student voice (discussion groups, an area for student created work, seating arrangements, etc.).
- Meets Standard** The learning environment is positive, safe, and able to accommodate all students.
- Needs Improvement** The learning environment does not meet the needs of all students.

Examples of Evidence: Classroom Procedures, Pictures of Classroom and Lab Environment (maximum of four)

Note evidence used to support indicator.

Provide accessible link(s) for site-visit years only. Evidence that is not accessible will not be reviewed.

2.8: Availability of Technology

- Demonstrate that current technology is available and appropriate to deliver instruction and simulate work-based learning activities.

- Highly Effective** Current technology is available to all students and simulates a real-world work environment.
- Meets Standard** Current technology is available in sufficient quantities and simulates a real-world work environment.
- Needs Improvement** Technology is available in limited quantities and simulates a real-world work environment.

Examples of Evidence: Industry-standard Equipment, Examples of Technology Used, Verification During Facility Tour

Note evidence used to support indicator.

Provide accessible link(s) for site-visit years only. Evidence that is not accessible will not be reviewed.

2.9: Program Accreditation/Certification

- Provide evidence that the program is accredited or certified, if applicable, by a national or state-recognized organization or agency.

- Highly Effective** The program is accredited or certified by a national or state recognized organization or agency.
- Meets Standard** The program is exploring or undergoing an accreditation/certification process.
- Needs Improvement** Program accreditation options are not being investigated.
- N/A** Program accreditation options are not available or applicable.

Examples of Evidence: Accreditation Letters/Plaques, Annual/Biennial Inspection Form

Note evidence used to support indicator.

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Quality Program Standard 3.0: Postsecondary Readiness

The CTE programs of study are created, including opportunities for development of employability skills, access to work-based learning (WBL) opportunities, appropriate industry-recognized certifications, postsecondary credit, and work experience credit.

3.1: Work-based Learning

- Ensure access to WBL activities aligned with the program content standards. Work-based learning is an educational strategy that is used in the programs of study providing students the opportunity to connect classroom learning to authentic business/industry experiences. These activities can include virtual or in-person field trips, industry tours, speakers, or interviews. Some other activities may include internships or job shadowing opportunities.

- Highly Effective** Students have multiple opportunities for work-based learning at all levels.
- Meets Standard** Students have access to work-based learning activities.
- Needs Improvement** Students do not have access to work-based learning activities.

Examples of Evidence: Pictures or Flyers (dated within one year) from Work-based Learning (WBL) Activities, Examples of Simulations or Virtual Interviews/Activities, Agenda for Workplace Tour or Fieldtrip

Note evidence used to support indicator.

Provide accessible link(s) for site-visit years only. Evidence that is not accessible will not be reviewed.

3.2: Industry Certifications

- Ensure students are prepared to earn industry-recognized credentials of value, if available, that demonstrate skills to meet accepted industry standards.

- Highly Effective** Students are acquiring industry-recognized credentials which demonstrate skills to meet industry accepted standards.
- Meets Standard** Opportunities to acquire industry-recognized credentials are available to students in the program.
- Needs Improvement** Students do not have access to acquire the available industry-standard credentials.
- N/A** No industry-recognized credentials exist for the CTE program.

Examples of Evidence: List with Number of Students Who Took Credential Test (without PII), Copy of the Credential Received (without PII), Curriculum Documents for the Certification

Note evidence used to support indicator.

Provide accessible link(s) for site-visit years only. Evidence that is not accessible will not be reviewed.

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3.3: CTE Work Experience

- Demonstrate CTE work experience opportunities are collaboratively planned, developed, and managed by students, educators, and employers.

- Highly Effective** Students are enrolled in CTE Work Experience and/or internship courses that are coordinated with training plans and agreements on file.
- Meets Standard** CTE Work Experience and/or internship courses are available on a limited basis with limited coordination.
- Needs Improvement** CTE Work Experience and/or internship courses are not offered.
- N/A** CTE Work Experience and/or internship opportunities are not available (rural districts only).

Examples of Evidence: Training Plans and Training Agreements, Employer Evaluations, Documentation of Hours Student(s) Work or Participate in Internship, Roster for CTE Work Experience Class

Note evidence used to support indicator.

Provide accessible link(s) for site-visit years only. Evidence that is not accessible will not be reviewed.

3.4: Postsecondary Credit

- Provide students with opportunities to earn postsecondary credit via dual/concurrent enrollment and/or articulated credit options.

- Highly Effective** The program provides students multiple options to earn postsecondary credit.
- Meets Standard** The program provides students an opportunity to earn postsecondary credit.
- Needs Improvement** The teacher is unable to describe and/or promote postsecondary credit options to all stakeholders.
- N/A** Postsecondary credit options are not available.

Examples of Evidence: Screen Shot of Current Course Catalog Page Showing CTE Dual Credit Options, Copy of Program Specific Articulation Agreement Information, CTE Dual Credit Evidence, Copy of AP Evidence (CTE courses only), Meeting Agenda/Minutes, Data on Numbers of Credits Earned

Note evidence used to support indicator.

Provide accessible link(s) for site-visit years only. Evidence that is not accessible will not be reviewed.

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3.5: Student Follow-up

- Administer a student follow-up system to determine student placement and effectiveness of the CTE programs.

- Highly Effective** The student follow-up results are utilized as part of the program evaluation system to ensure program effectiveness.
- Meets Standard** Student follow-up results are utilized to determine student placement and effectiveness of the CTE programs.
- Needs Improvement** No evidence of a student follow-up system exists, or inadequate responses do not allow for validation of the CTE program quality.

Examples of Evidence: Example of Student Follow-up Method of Collection, Student Follow-up Data (without PII)

Note evidence used to support indicator.

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Quality Program Standard 4.0: Leadership Development

Career and Technical Student Organizations (CTSOs) are an integral part of the CTE program. Students develop leadership, citizenship, interpersonal, and employability skills through involvement in the appropriate CTSO as specified in the program of study and/or curriculum frameworks documents.

4.1: CTSO Chapter Establishment

- Establish an approved CTSO related to the program of study in which the student is enrolled where students have an opportunity to participate.

- Highly Effective** Students participate in state and national activities, committees, campaigns and/or other national.
- Meets Standard** The chapter is affiliated with the respective state and national organizations and is active on campus.
- Needs Improvement** The CTE program does not have a CTSO chapter.
- N/A** Military Science programs that are registered as JROTC.

Examples of Evidence: Current CTSO Roster Showing Students Program Area (without PII), Registration/Roster from CTSO (without PII), Dated Pictures from Event(s) within the last year

Note evidence used to support indicator.

Provide accessible link(s) for site-visit years only. Evidence that is not accessible will not be reviewed.

4.2: CTSO Advisor Participation

- Ensure the teacher is an active CTSO advisor or is affiliated with the respective state and national organization.

- Highly Effective** The teacher actively participates in state and/or national leadership roles.
- Meets Standard** The teacher is an active CTSO advisor and is an affiliated member of the respective state and national organization.
- Needs Improvement** The teacher is/is not an active CTSO advisor and/or not an affiliated member of the respective state and national organization.

Examples of Evidence: Copy of Teacher Membership Card, CTSO Roster Showing Advisor's Name, Receipt for Payment, Current Screenshot of Website Showing Leadership Role

Note evidence used to support indicator.

Provide accessible link(s) for site-visit years only. Evidence that is not accessible will not be reviewed.

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4.3: CTSO Student Membership

- Provide opportunities for students enrolled in the CTE program to be members of or affiliated with a related CTSO.

- Highly Effective** 75% or more of the students are CTSO members.
- Meets Standard** At least 50% to 74% of students are CTSO members.
- Needs Improvement** Less than 50% of students are CTSO members or the CTE program does not have an active CTSO chapter.

Examples of Evidence: Current Program Specific Roster (without PII) to Verify Number of Active Members

Note evidence used to support indicator.

*Provide accessible link(s) for **site-visit years only**. Evidence that is not accessible will not be reviewed.*

4.4: CTSO Student Member Participation

- Ensure student members of the related CTSO participate in CTSO activities. This includes classroom CTSO activities, participating in chapter meetings, school activities, and attending regional and state events as well as competitions.

- Highly Effective** 75% or more of the student members participate in CTSO activities.
- Meets Standard** At least 50% to 74% of student members participate in CTSO activities.
- Needs Improvement** Less than 50% of student members participate in CTSO activities or the CTE program does not have an active CTSO chapter.

Examples of Evidence: CTSO Meeting Minutes/Attendance with Student Identification Numbers or Other Identifying Data (without PII), CTSO Event Sign-in Sheets, CTSO Event Documentation, Registration to Regional/State Event (within the last year)

Note evidence used to support indicator.

*Provide accessible link(s) for **site-visit years only**. Evidence that is not accessible will not be reviewed.*

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4.5: CTSO Integration

- Integrate relevant CTSO curriculum standards into the classroom activities.

- Highly Effective** Examples of CTSO programs and activities are included in lesson plans, course outlines, and formative/summative assessments.
- Meets Standard** CTSO programs and activities are included as part of the instructional program.
- Needs Improvement** CTSO programs and activities are nonexistent.

Examples of Evidence: CTSO Program of Activities, Curriculum Materials, Lesson Plan Indicating Appropriate Standards

Note evidence used to support indicator.

*Provide accessible link(s) for **site-visit years only**. Evidence that is not accessible will not be reviewed.*

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Quality Program Standard 5.0: Educational Personnel

All CTE educators are qualified with the appropriate degree and/or industry experience and participate in ongoing professional development.

5.1: Educator Licensing

- Demonstrate the educator has the appropriate endorsement to teach the program they are assigned.

Meets Standard The teacher is properly endorsed for the program in which they are teaching.

Needs Improvement The teacher is not endorsed for the program in which they are teaching.

Examples of Evidence: Teacher License, Endorsement Documentation in Progress Due to Regulation Change

Note evidence used to support indicator.

*Provide accessible link(s) for **site-visit years only**. Evidence that is not accessible will not be reviewed.*

5.2: Professional Development

- Demonstrate educators have professional development goals and have access to up-to-date information on extended learning experiences, education and training options, and regional occupational trends to aid students in education and career planning and decision-making.

Meets Standard The teacher has a professional development plan documented.

Needs Improvement The teacher does not have a formal professional development plan.

Examples of Evidence: Professional Development Plan, Professional Growth Plan (PGP) “Opt-In” (CCSD only), Student Learning Goal (SLG) Documentation or Professional Learning Goal (PLG) Documentation

Note evidence used to support indicator.

*Provide accessible link(s) for **site-visit years only**. Evidence that is not accessible will not be reviewed.*

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5.3: Professional Development Plan and Participation

- Establish goals and participate in professional development for educators based on needs in their program and/or related to the Comprehensive Local Needs Assessment (CLNA) priorities. Professional development should be specific to career and technical education, program areas, and/or strategies aligned with the CLNA in support of these goals.

Meets Standard Within the last year, the educator has attended at least one professional development workshop or conference specific to their program area to improve instruction. This includes CTE related professional development activities or state sponsored CTE training either via in-service or CANVAS course participation.

Needs Improvement Within the last year, the educator has not attended any professional development workshops or conferences specific to their program area.

Examples of Evidence: *In-service Certificates (dated within one year), Conference Registrations or Agendas (dated within one year), Canvas Course Completion Certificate (dated within one year), PLG Documentation with Professional Development Activities Identified for Current School Year*

Note evidence used to support indicator.

Provide accessible link(s) for site-visit years only. Evidence that is not accessible will not be reviewed.

5.4: Professional Memberships

- Participate as a member of a professional or volunteer organization(s) related to career and technical education and/or their discipline.

Highly Effective The educator is an active member and serves on a committee or held/holds a leadership position for one or more professional organizations related to the teaching discipline.

Meets Standard The educator is a member of one or more professional organizations related to the teaching discipline.

Needs Improvement The educator has no affiliation with a related professional organization.

Examples of Evidence: *Current Professional Membership Card or Receipt, Organization Meeting Minutes, Current Screenshot of Website Showing Office Held*

Note evidence used to support indicator.

Provide accessible link(s) for site-visit years only. Evidence that is not accessible will not be reviewed.

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Quality Program Standard 6.0: Program Planning and Promotion

There is a systematic plan for program planning and management to ensure sustainability. Program promotion informs students, parents/legal guardians, counselors, other subject-matter teachers, administrators, board members, community members, and business and industry representatives of the availability, advantages, and accomplishments of CTE programs.

6.2: Program and Equipment Enhancement

- Provide a local plan, formal or informal, for program and equipment enhancement and/or expansion.

Meets Standard A local plan is in place for program and equipment enhancement.

Needs Improvement A local plan is not in place for program and equipment enhancement.

Examples of Evidence: Local Replacement Plan, Replacement Policy

Note evidence used to support indicator.

*Provide accessible link(s) for **site-visit years only**. Evidence that is not accessible will not be reviewed.*

6.3: Uses of Funds

- Identify clearly funding sources for programs/courses and guidelines for use of these funds and provide to the instructional staff for program budget development specific to career and technical education, program areas, and/or strategies aligned with the district CLNA in support of these goals.

Highly Effective The teacher correctly utilizes the guidelines for use of funds to develop a program budget.

Meets Standard The teacher is familiar with the funding sources and guidelines for use of funds.

Needs Improvement The teacher is unfamiliar with the funding sources and guidelines for use of funds.

Examples of Evidence: Program or Local School Budget, District/School Use of Funds Guidance Document

Note evidence used to support indicator.

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6.5: Program Promotion

- Plan and conduct program promotional activities in collaboration with CTE teachers during the year to inform students, families, and community members about the achievements of the CTE students and merits of the CTE program.

- Highly Effective** The teacher coordinates and/or collaborates program activities and/or events during the year and shares this information with students, parents/legal guardians, school counselors, and community members.
- Meets Standard** The teacher collects and reports relevant program data/information to internal stakeholders.
- Needs Improvement** No evidence of communication related to program data/information is available.

Examples of Evidence: Program Specific Promotional Documents/Notes, Programs or Agendas (within the last year)

Note evidence used to support indicator.

*Provide accessible link(s) for **site-visit years only**. Evidence that is not accessible will not be reviewed.*

6.6: Promotional Strategies and Materials

- Develop promotional strategies and materials to publicize the specific CTE program. Materials ensure equitable and access for all students.

- Highly Effective** The program uses a variety of promotional materials such as brochures, videos, and websites that are part of an ongoing, coordinated promotional plan.
- Meets Standard** Promotional plans and recruitment activities occur annually. Students are involved in promotional activities.
- Needs Improvement** There is no evidence of a promotional program.

Examples of Evidence: Program Specific Promotional Plan/Activities, Marketing Materials (with non-discrimination statements), Brochures/Videos/Website Links

Note evidence used to support indicator.

*Provide accessible link(s) for **site-visit years only**. Evidence that is not accessible will not be reviewed.*

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Quality Program Standard 7.0: Facilities, Equipment, Instructional Materials, and Classroom Supplies

Facilities, equipment, instructional materials, and classroom supplies comply with health and safety standards, reflect and/or simulate current and emerging technologies and applications, and are of sufficient quantity and quality to meet the individual instructional needs of all students.

7.1: Accessibility

- Provide an accessible facility to meet the needs of all students.

- Highly Effective** The facility, or technology, is accessible to all students and a district corrective action plan is utilized if non-compliant items are found.
- Meets Standard** The facility is accessible to all students and an annual review process is in place.
- Needs Improvement** The facility has not been properly evaluated or inspected within the past twelve months.

Examples of Evidence: Current Fire Inspection Report (does not include a fire sprinkler inspection), District Facility Site Inspection (within two years), QPR Facility Tour (if no other documentation is available)
For Virtual Programs: Technology Plan to Meet Needs of Students (including internet options), Picture of Lab Facilities (if provided)

Note evidence used to support indicator.

Provide accessible link(s) for site-visit years only. Evidence that is not accessible will not be reviewed.

7.2: Safety

- Ensure effective delivery of program curriculum by having safe, organized, and clean classroom and lab areas.

- Highly Effective** The classroom and lab areas are safe, organized, and clean and students show high levels of competence in the performance of safety skills required by industry.
- Meets Standard** The classroom and lab areas are safe, organized, and clean to ensure the effective delivery of program curriculum.
- Needs Improvement** The classroom and lab areas safety, organization, or cleanliness are inadequate to ensure the effective delivery of program curriculum.

Examples of Evidence: Student Safety Test Results, Pictures of Classroom and Lab Area (maximum of four each), Digital Citizenship and/or Safety Policy

Note evidence used to support indicator.

Provide accessible link(s) for site-visit years only. Evidence that is not accessible will not be reviewed.

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7.3: Instructional Tools, Equipment, and Supplies

- Meet the instructional needs of all students by providing instructional tools, equipment, and supplies in sufficient quantity.

- Highly Effective** The instructional tools, equipment, and supplies are sufficient, to provide access to all students and industry standard.
- Meets Standard** The instructional tools, equipment, and supplies are sufficient to meet the instructional needs of all students.
- Needs Improvement** The instructional tools, equipment, and supplies are insufficient to meet the instructional needs of all students.

Examples of Evidence: Tool Lists, Current Inventory Lists, Supply Lists, Photo(s) of Facility (with tools)

Note evidence used to support indicator.

*Provide accessible link(s) for **site-visit years only**. Evidence that is not accessible will not be reviewed.*

7.4: Inspection and Maintenance

- Inspect and maintain the facility, tools, technology, and equipment to provide a safe learning environment.

- Highly Effective** The facility, tools, and equipment have regularly scheduled documented safety inspections with defective items removed, repaired, or replaced to ensure a safe learning environment.
- Meets Standard** The facility, tools, and equipment are safe, organized, and maintained to provide a safe learning environment.
- Needs Improvement** The facility, tools, and equipment are unsafe, or no inspection has recently occurred.
- N/A** No equipment or facilities have inspection requirements.

Examples of Evidence: Inspection Checklists with Date of Inspection

Note evidence used to support indicator.

*Provide accessible link(s) for **site-visit years only**. Evidence that is not accessible will not be reviewed.*

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7.5: Storage Space

- Provide adequate and secure storage space for materials, supplies, equipment, and essential files.

Meets Standard Storage space is adequate and secure; items are organized and labeled appropriately.

Needs Improvement The storage space is inadequate, unsecured, or unorganized.

Examples of Evidence: Photo(s) of Storage Space (maximum of four)

Note evidence used to support indicator.

*Provide accessible link(s) for **site-visit years only**. Evidence that is not accessible will not be reviewed.*

7.6: Inventory

- Maintain an inventory of equipment and instructional tools on file and updated annually. Inventory should include location of equipment by date obtained, program of study, room location, and purchasing designation (state or federal funding).
- Identify with appropriate stickers, based on funding source, technology items valued at \$1,000 or more, as well as cameras, computers, and other items that are removable/walkable.

Highly Effective Teacher and district or school keep manual and electronic versions of the inventory, are backed up and updated annually. Items are properly tagged.

Meets Standard Manual and/or electronic versions of the inventory are on file, updated annually, and backed up.

Needs Improvement Outdated or no inventory is on file.

N/A No equipment has been provided by CTE funding

Examples of Evidence: Inventory Lists Including Appropriate Serial Numbers, Location of Equipment, Funding Source (Perkins or State)

Note evidence used to support indicator.

*Provide accessible link(s) for **site-visit years only**. Evidence that is not accessible will not be reviewed.*

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Quality Program Standard 8.0: Community and Business and Industry Partnerships

Community members and local business and industry representatives serve on advisory committees to provide support and guidance in the development, operation, and evaluation of the CTE programs.

8.1: Program-Level Industry Committees

- Receive input and support from a program-level industry committee.

- Highly Effective** The local (school) program has a structured program-level industry committee (PLIC) that provides input for the program. Documentation exists for all committee meetings and recommendations.
- Meets Standard** The local program has a program-level industry committee that provides input and support for the program.
- N/A** The local program does not have a program-level industry committee.

Examples of Evidence: PLIC Membership List, PLIC Minutes/Agenda(s)

Note evidence used to support indicator.

Provide accessible link(s) for site-visit years only. Evidence that is not accessible will not be reviewed.

8.2: Business and Industry Partnerships

- Provide active engagement with business and industry partners in the program or school activities.

- Highly Effective** The CTE program has at least two individual business and industry partners that actively engage in program activities, projects, and work-based learning experiences.
- Meets Standard** The CTE program is linked to at least one business and industry partner that actively engages in program activities, projects, and work-based learning experiences
- Needs Improvement** The CTE programs have a business and industry partner or no business and industry partnerships exist.

Examples of Evidence: Documentation of Partnership(s), Dated Picture(s)/Notes from Activities (completed within the last year)

Note evidence used to support indicator.

Provide accessible link(s) for site-visit years only. Evidence that is not accessible will not be reviewed.

QPS Self-Assessment – Teacher

Quality Program Standard 9.0: Evaluation Systems and Accountability

There is a systematic means of evaluation that ensures the program’s overall scope, instructional content, and organization meet the instructional objectives and goals. The evaluation process and accountability measures are used to develop short- and long-range improvement plans.

9.1: Program Evaluation

- Use an annual program evaluation that includes input from key stakeholders and student performance reports to ensure the program’s overall scope, design, instructional content, and organization meet the instructional objectives and goals.

- Highly Effective** Program evaluation results are compiled and utilized for program improvement and dissemination to stakeholders.
- Meets Standard** An annual program evaluation occurs to ensure instructional objectives and goals are being met.
- Needs Improvement** No annual program evaluation exists.

Examples of Evidence: Documentation of Program Evaluation Plan, Program Evaluation Data, QPS Program Specific Self-Assessment and/or Annual Report

Note evidence used to support indicator.

Provide accessible link(s) for site-visit years only. Evidence that is not accessible will not be reviewed.

9.2: Student Feedback

- Collect student feedback regarding the program scope, content, and student experience within the program of study. Use this information in CTE programs of study to guide planning, evaluation, and improvement.

- Highly Effective** A structured student feedback system is utilized to plan, evaluate, and improve the CTE programs.
- Meets Standard** Student feedback is annually collected and reviewed.
- Needs Improvement** No evidence of student feedback exists, or feedback is not used for program improvement.

Examples of Evidence: Student Feedback Data (without PII), Example of Student Feedback Collection Method

Note evidence used to support indicator.

Provide accessible link(s) for site-visit years only. Evidence that is not accessible will not be reviewed.

QPS Self-Assessment – Teacher

For programs not yet offering a completing level/not at concentrator level 9.3-9.10 are N/A

9.3: Retention and Completion (I)

- Ensure students complete a program of study in the appropriate sequence.

- Highly Effective** Percentage of CTE concentrators enrolled in a 2-year program of study that continue the pathway via two or more methods or enrolled in 3-year programs of study who become completers has increased over the past two years.
- Meets Standard** Percentage of CTE concentrators enrolled in a 2-year program of study that continue the pathway via two or more methods or enrolled in 3-year programs of study who become completers has risen over the past year.
- Needs Improvement** Percentage of CTE concentrators enrolled in a 2-year program of study that continue the pathway via two or more methods or enrolled in 3-year programs of study who become completers has declined over the past year, or the program does not offer the full program in sequence.

Examples of Evidence: *Provided by NDE Data*

9.4: Workplace Readiness Skills Assessment Participation Rate (I)

- Verify completion level students take the workplace readiness skills assessment to measure their proficiency in employability skills knowledge.

- Highly Effective** 100% of the eligible completion level students took the workplace readiness skills assessment.
- Meets Standard** Less than 100% of the eligible completion level students took the workplace readiness skills assessment, however, the appropriate documentation exists to explain missing student participation.
- Needs Improvement** Less than 100% of the eligible completion level students took the workplace readiness skills assessment.

Examples of Evidence: *Provided by NDE Data*

9.5: Workplace Readiness Skills Assessment Pass Rate (I)

- Ensure completion level students pass the workplace readiness skills assessment.

- Highly Effective** 90% or more of the students passed the workplace readiness skills assessment.
- Meets Standard** The percentage of completion level students who passed the workplace readiness skills assessment is within 5 percentage points of the state average.
- Needs Improvement** The percentage of completion level students who passed the workplace readiness skills assessment is more than 5 percentage points below the state average.

Examples of Evidence: *Provided by NDE Data*

9.6: Four-Year Graduation Rates (I)

- Meet or exceed the Perkins V state determined level of performance for the percentage of CTE concentrators graduating from high school (measured by the four-year adjusted cohort graduation rate).

- Highly Effective** Over 84.0% of CTE Concentrators graduated from high school as measured by the four-year adjusted cohort graduation rate.
- Meets Standard** Within 90% of the 84.0% goal of CTE Concentrators graduated from high school as measured by the four-year adjusted cohort graduation rate.
- Needs Improvement** Below 75.6% of CTE Concentrators graduated from high school as measured by the four-year adjusted cohort graduation rate.

Examples of Evidence: *Provided by NDE Data*

QPS Self-Assessment – Teacher

9.7: Academic Proficiency in Reading/Language Arts (I)

- Meet or exceed the Perkins V state determined level of performance for academic proficiency for CTE concentrators in Reading/Language Arts.

- Highly Effective** Over 37.62% of CTE Concentrators are proficient in ELA as measured by the ACT.
- Meets Standard** Within 90% of the 37.62% goal of CTE Concentrators being proficient in ELA as measured by the ACT.
- Needs Improvement** Below 33.86% of CTE Concentrators are proficient in ELA as measured by the ACT.

Examples of Evidence: Provided by NDE Data

9.8: Academic Proficiency in Mathematics (I)

- Meet or exceed the Perkins V state determined level of performance for academic proficiency for CTE concentrators in Mathematics.

- Highly Effective** More than 16.46% of CTE Concentrators are proficient in Math as measured by the ACT.
- Meets Standard** Within 90% of the 16.46% goal of CTE Concentrators being proficient in Math as measured by the ACT.
- Needs Improvement** Less than 14.81% of CTE Concentrators are proficient in Math as measured by the ACT.

Examples of Evidence: Provided by NDE Data

9.9: Non-traditional Program Enrollment of CTE Concentrators (I)

- Meet or exceed the Perkins V state determined level of performance for the percentage of CTE concentrators enrolled in programs that lead to non-traditional fields for their gender.

- Highly Effective** More than 30.28% of enrolled CTE Concentrators in non-traditional fields are from underrepresented gender groups.
- Meets Standard** Within 90% of the 30.28% goal of enrolled CTE Concentrators in non-traditional fields are from underrepresented gender groups.
- Needs Improvement** Less than 27.25% of enrolled CTE Concentrators in non-traditional fields are from underrepresented gender groups.

Examples of Evidence: Provided by NDE Data

9.10: Attainment of Postsecondary Credits by CTE Concentrator Graduates (I)

- Meet or exceed the Perkins V state determined level of performance for the percentage of CTE concentrators graduating from high school (measured by the four-year adjusted cohort graduation rate) having earned postsecondary credit in a relevant CTE program area.

- Highly Effective** More than 1.12% of CTE Concentrator graduates received postsecondary credit in relevant CTE programs earned through a dual or concurrent enrollment program.
- Meets Standard** Within 90% of the 1.12% goal of CTE Concentrator graduates received postsecondary credit in relevant CTE programs earned through a dual or concurrent enrollment program.
- Needs Improvement** Less than 1.01% of CTE Concentrator graduates received postsecondary credit in relevant.

Examples of Evidence: Provided by NDE Data