

## Quality Program Standards Self-Assessment Tool – Teacher

The Nevada Career and Technical Education (CTE) Quality Program Standards (QPS) include eight 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. 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"> <li>• Ensures extremely effective program performance.</li> <li>• Significantly above criteria for a successful program.</li> <li>• Surpasses the expectation.</li> </ul>
Meets Standard	<ul style="list-style-type: none"> <li>• Adequate for effective program performance.</li> <li>• Meets criteria relative to quality and quantity of behavior required for a successful program.</li> <li>• Is the expectation.</li> </ul>
Needs Improvement	<ul style="list-style-type: none"> <li>• Insufficient for performance requirements.</li> <li>• Does not meet criteria relative to quality and quantity of behavior required for a successful program.</li> <li>• Is below the expectation.</li> </ul>
Not Applicable	<ul style="list-style-type: none"> <li>• No criterion is obtainable for effective performance.</li> </ul>

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.

## School Information

School District:

High School:

School Year:

Self-Assessment Date:

CTE Program of Study:

CTE Teacher(s):

**Overall Program Comments:**

**By signing or entering your name below, you agree that the information provided in this document is complete and accurate, to the best of your knowledge.**

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CTE Teacher Signature

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Date

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Administrator Signature

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Date

## QPS 1.0: CAREER GUIDANCE

Career guidance services support students in making informed decisions regarding career pathways. Career and technical education (CTE) teachers, guidance counselors, and other resource personnel provide career guidance services to ensure that students enroll in CTE courses/programs consistent with their aptitudes, interests, abilities, and career-path goals.

<b>QPS 1.3: Collaboration of Stakeholders</b>			
<ul style="list-style-type: none"> <li><b>Collaboration occurs between all stakeholders to assist the student in making informed choices that align their high school academic plan with their career goals.</b></li> </ul>			
<b>Highly Effective</b>	The CTE teacher and school counselor review each student’s academic plan annually with the student to refine their plan based on career research and/or work-related experiences.		
<b>Meets Standard</b>	Time is devoted to reviewing the academic plan each year in collaboration with students, parents/legal guardians, and counselors.		
<b>Needs Improvement</b>	No collaboration occurs due to the lack of an academic plan or time to review/update the academic plan.		
<i>Examples of Evidence: Lesson Plan for Career Planning Activities with Counselor Involvement, Schedule/agenda for Collaboration Meeting Between Stakeholders</i>			
<b>STATUS:</b>	<input type="checkbox"/> <b>Highly Effective</b>	<input type="checkbox"/> <b>Meets Standard</b>	<input type="checkbox"/> <b>Needs Improvement</b>
<b>Rationale:</b>			

<b>QPS 1.4: Integration of Career Development</b>			
<ul style="list-style-type: none"> <li><b>The CTE program integrates career planning, employability skills instruction, postsecondary education and training options, and provides students with information and opportunities relevant to their career goals.</b></li> </ul>			
<b>Highly Effective</b>	The school counselor helps student with career development activities during the CTE program instructional time, employability skills instruction, and to identify their current career goals.		
<b>Meets Standard</b>	The CTE program integrates career planning opportunities, employability skills instruction, education and training options, and provides students with information relevant to career goals.		
<b>Needs Improvement</b>	The inclusion of career development activities is not evident.		
<i>Examples of Evidence: Use of <a href="#">American School Counselling Association (ASCA) Career Conversation Starters</a> (or equivalent), Employability Skills Activities, Career Planning Activities, Career Development Plan, Lesson Plan, Interest Inventory</i>			
<b>STATUS:</b>	<input type="checkbox"/> <b>Highly Effective</b>	<input type="checkbox"/> <b>Meets Standard</b>	<input type="checkbox"/> <b>Needs Improvement</b>
<b>Rationale:</b>			

## QPS 2.0: PROGRAM AND INSTRUCTION

Each CTE program must be developed according to a comprehensive program of study and follow state standards that guide students to program completion. A variety of instructional methods are utilized to integrate academic knowledge, employability skills, technical skills, and leadership development.

<b>QPS 2.1: Program Accessibility</b>	
<ul style="list-style-type: none"> <li>• <b>The CTE program provides equal access for all students.</b></li> </ul>	
<p><b>Meets Standard</b></p> <p><b>Needs Improvement</b></p> <p><i>Examples of Evidence:</i></p>	<p>The program is accessible to all students.</p> <p>The program is not accessible to all students.</p> <p><i>Enrollment Demographics (without PII), Marketing Documents Used for Recruiting, School Demographic and Special Population Data, Program Demographic and Special Population Data, Evidence of Collaboration with Special Education (without PII)</i></p>
<b>STATUS:</b>	<input type="checkbox"/> <b>Meets Standard</b> <input type="checkbox"/> <b>Needs Improvement</b>
<b>Rationale:</b>	

<b>QPS 2.2: CTE Program Course Sequence</b>	
<ul style="list-style-type: none"> <li>• <b>The CTE courses are appropriately sequenced to create an approved CTE program of study and guide students to program completion.</b></li> </ul>	
<p><b>Highly Effective</b></p> <p><b>Meets Standard</b></p> <p><b>Needs Improvement</b></p> <p><b>N/A</b></p> <p><i>Examples of Evidence:</i></p>	<p>Advanced Studies courses are offered, and courses are fully sequenced to create an approved CTE program of study and guide students to program completion.</p> <p>The courses are fully sequenced to create an approved CTE program of study and guide students to program completion.</p> <p>The courses are not appropriately sequenced to create an approved CTE program of study.</p> <p>This is not a complete program of study.</p> <p><i>Program Enrollment Data by Course (without PII), Course Catalog or School Link Showing Program Sequence</i></p>
<b>STATUS:</b>	<input type="checkbox"/> <b>Highly Effective</b> <input type="checkbox"/> <b>Meets Standard</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>N/A</b>
<b>Rationale:</b>	

**QPS 2.3: Student Enrollment**

- The CTE courses maintain a student-teacher ratio that ensures effective instruction and safe working conditions.**

**Highly Effective** Enrollments in CTE courses are 25 students or less per class. Instruction is structured so that no more than 25 students are in the laboratory setting at one time and there is sufficient access to work stations and supervision for all students.

**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, Pictures of Classroom in Use

**STATUS:**       **Highly Effective**                       **Meets Standard**                       **Needs Improvement**

**Rationale:**

**QPS 2.4: CTE Program Elements**

- The CTE program elements include: (1) program description, (2) program goals, (3) course syllabi, (4) course objectives, (5) student learning outcomes, (6) description of major instructional methodologies/strategies, and (7) student evaluation procedures.**

**Highly Effective** All items listed are provided, documented, and easily accessible by all stakeholders.

**Meets Standard** At least four of the items listed are provided.

**Needs Improvement** Three or less of the items listed are provided.

*Examples of Evidence:* Program Documents, Scope and Goals, Course Syllabi for All Levels (\*Evidence can all be in one document))

**STATUS:**       **Highly Effective**                       **Meets Standard**                       **Needs Improvement**

**Rationale:**

**QPS 2.5: CTE Course Curriculum**

- **The CTE course curriculum is aligned with and based on the appropriate state standards.**

**Highly Effective** The CTE course curriculum guide indicates the alignment with the program, Employability Skills for Career Readiness, and state standards.

**Meets Standard** The CTE curriculum is aligned with the appropriate program, Employability Skills for Career Readiness, and/or state standards.

**Needs Improvement** The CTE curriculum is not aligned with the appropriate program, Employability Skills for Career Readiness, and/or state standards.

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

**STATUS:**       **Highly Effective**                       **Meets Standard**                       **Needs Improvement**

Rationale:

**QPS 2.6: Instructional Methods**

- **A variety of instructional methods 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, Example of Student Work (without PII), Curriculum Examples, Course Syllabi

**STATUS:**       **Highly Effective**                       **Meets Standard**                       **Needs Improvement**

Rationale:

**QPS 2.7: Instructional Improvement**

- **Student feedback and performance data are utilized to guide instructional improvement.**

**Highly Effective** Student feedback and local, state, and federal student performance data are utilized to guide instructional improvement.

**Meets Standard** Student feedback and local and state student performance data are utilized to guide instructional improvement.

**Needs Improvement** Minimal or no student data is utilized to guide instructional improvement.

**N/A** Data is not available.

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

**STATUS:**     **Highly Effective**                       **Meets Standard**                       **Needs Improvement**                       **N/A**

**Rationale:**

**QPS 2.8: Learning Environment**

- **The learning environment is positive, safe, and organized to accommodate all students.**

**Highly Effective** All stakeholders participate in a systematic approach to evaluate and facilitate the learning environment.

**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)*

**STATUS:**     **Highly Effective**                       **Meets Standard**                       **Needs Improvement**

**Rationale:**

**QPS 2.9: Availability of Technology**

- **Current technology is available 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*

**STATUS:**       **Highly Effective**                       **Meets Standard**                       **Needs Improvement**

**Rationale:**

**QPS 2.10: Work-based Learning**

- **Students have access to work-based learning activities aligned with the program content standards.**

**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 from Work-based Learning (WBL) Activities, Examples of Simulations or Virtual Interviews/Activities, Agenda for Workplace Tour*

**STATUS:**       **Highly Effective**                       **Meets Standard**                       **Needs Improvement**

**Rationale:**



**QPS 2.11: Industry Certifications**

- **Students are prepared to acquire industry-recognized credentials, if applicable, which demonstrate skills to meet industry accepted 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*

**STATUS:**       **Highly Effective**                       **Meets Standard**                       **Needs Improvement**                       **N/A**

Rationale:

**QPS 2.12: Work Experience**

- **Work experience opportunities are collaboratively planned, developed, and managed by students, teachers, 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: School Course Catalog, Training Plans and Training Agreements, Employer Evaluations, Documentation of WBL visit(s)*

**STATUS:**       **Highly Effective**                       **Meets Standard**                       **Needs Improvement**                       **N/A**

Rationale:

**QPS 2.13: Postsecondary Credit**

- **The program provides students an opportunity to earn postsecondary credit.**

**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:* Course Catalog 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

**STATUS:**     **Highly Effective**             **Meets Standard**             **Needs Improvement**             **N/A**

**Rationale:**

**QPS 2.14: Program Accreditation/Certification**

- **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

**STATUS:**     **Highly Effective**             **Meets Standard**             **Needs Improvement**             **N/A**

**Rationale:**

## QPS 3.0: 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 following CTSOs: DECA; FBLA; FCCLA; FFA; HOSA; and SkillsUSA.

<b>QPS 3.1: CTSO Chapter Establishment</b>			
<ul style="list-style-type: none"> <li>• <b>Students have an opportunity to participate in a student organization related to the program of study in which the student is enrolled.</b></li> </ul>			
<b>Highly Effective</b>	Students participate in state and national activities, committees, campaigns and/or other national events.		
<b>Meets Standard</b>	The chapter is affiliated with the respective state and national organizations and is active on campus.		
<b>Needs Improvement</b>	The CTE program does not have a CTSO chapter.		
<i>Examples of Evidence:</i>	<i>CTSO Roster Showing Students Program Area (without PII), Roster from National CTSO (without PII), Pictures from Event(s), Event Flyers</i>		
<b>STATUS:</b>	<input type="checkbox"/> <b>Highly Effective</b>	<input type="checkbox"/> <b>Meets Standard</b>	<input type="checkbox"/> <b>Needs Improvement</b>
<b>Rationale:</b>			

<b>QPS 3.2: CTSO Advisor Participation</b>			
<ul style="list-style-type: none"> <li>• <b>The teacher is an active CTSO advisor and is a member of the respective state and national organization.</b></li> </ul>			
<b>Highly Effective</b>	The teacher actively participates in state and/or national leadership roles.		
<b>Meets Standard</b>	The teacher is an active CTSO advisor and is an affiliated member of the respective state and national organization.		
<b>Needs Improvement</b>	The teacher is/is not an active CTSO advisor and/or not an affiliated member of the respective state and national organization.		
<i>Examples of Evidence:</i>	<i>Copy of Teacher Membership Card, CTSO Roster Showing Advisor's Name, Receipt for Payment</i>		
<b>STATUS:</b>	<input type="checkbox"/> <b>Highly Effective</b>	<input type="checkbox"/> <b>Meets Standard</b>	<input type="checkbox"/> <b>Needs Improvement</b>
<b>Rationale:</b>			

**QPS 3.3: CTSO Student Membership**

- **Students enrolled in the CTE program are members of 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:* Student List of Participant with Unique Student Identification Numbers Only, List of Student Participants from Program Area (without PII)

**STATUS:**       **Highly Effective**                       **Meets Standard**                       **Needs Improvement**

Rationale:

**QPS 3.4: CTSO Student Member Participation**

- **Student members of the related CTSO participate in CTSO activities.**

**Highly Effective** 85% or more of the student members participate in CTSO activities.

**Meets Standard** At least 50% to 84% 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 State Event

**STATUS:**       **Highly Effective**                       **Meets Standard**                       **Needs Improvement**

Rationale:

**QPS 3.5: CTSO Integration**

- **Relevant CTSO instructional activities are integrated into the local curriculum.**

**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*

**STATUS:**

**Highly Effective**

**Meets Standard**

**Needs Improvement**

**Rationale:**

## QPS 4.0: EDUCATIONAL PERSONNEL

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

<b>QPS 4.1: Teacher Licensing</b>
<ul style="list-style-type: none"><li>• <b>The teacher has the appropriate endorsement to teach the program they are assigned.</b></li></ul>
<p><b>Meets Standard</b>    The teacher is properly endorsed for the program in which they are teaching.</p> <p><b>Needs Improvement</b>    The teacher is not endorsed for the program in which they are teaching.</p> <p><i>Examples of Evidence:</i>    <i>Teacher License, Endorsement Documentation in Progress Due to Regulation Change</i></p>
<b>STATUS:</b> <input type="checkbox"/> <b>Meets Standard</b> <input type="checkbox"/> <b>Needs Improvement</b>
<b>Rationale:</b>

<b>QPS 4.2: Professional Development Plan</b>
<ul style="list-style-type: none"><li>• <b>The teacher has a professional development plan.</b></li></ul>
<p><b>Meets Standard</b>    The teacher has a professional development plan documented.</p> <p><b>Needs Improvement</b>    The teacher does not have a formal professional development plan.</p> <p><i>Examples of Evidence:</i>    <i>Professional Development Plan, Professional Growth Plan (PGP) "Opt-In (CCSD only)</i></p>
<b>STATUS:</b> <input type="checkbox"/> <b>Meets Standard</b> <input type="checkbox"/> <b>Needs Improvement</b>
<b>Rationale:</b>

**QPS 4.3: Professional Development Participation**

- The teacher participates in professional development specific to their program area.**

**Meets Standard** Within the last year, the teacher has attended at least one professional development workshop or conference specific to their program area to improve instruction.

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

*Examples of Evidence:* In-service Certificates, Conference Registrations or Agendas

**STATUS:**       **Meets Standard**                       **Needs Improvement**

Rationale:

**QPS 4.4: Professional Memberships**

- The teacher is a member of a professional organization(s) related to the teaching discipline.**

**Highly Effective** The teacher 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 teacher is a member of one or more professional organizations related to the teaching discipline.

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

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

**STATUS:**       **Highly Effective**                       **Meets Standard**                       **Needs Improvement**

Rationale:

## QPS 5.0: PROGRAM PLANNING AND PROMOTION

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

<b>QPS 5.2: Uses of Funds</b>				
<ul style="list-style-type: none"> <li>• <b>Funding sources for programs/courses are clearly identified and guidelines for use of these funds are provided to the instructional staff for program budget development.</b></li> </ul>				
<b>Highly Effective</b>	The teacher correctly utilizes the guidelines for use of funds to develop a program budget.			
<b>Meets Standard</b>	The teacher is familiar with the funding sources and guidelines for use of funds.			
<b>Needs Improvement</b>	The teacher is unfamiliar with the funding sources and guidelines for use of funds.			
<b>N/A</b>	Virtual program(s)			
<i>Examples of Evidence: Program or School Local Budget, Use of Funds Guidance Document</i>				
<b>STATUS:</b>	<input type="checkbox"/> <b>Highly Effective</b>	<input type="checkbox"/> <b>Meets Standard</b>	<input type="checkbox"/> <b>Needs Improvement</b>	<input type="checkbox"/> <b>N/A</b>
<b>Rationale:</b>				

<b>QPS 5.4: Promotional Strategies and Materials</b>				
<ul style="list-style-type: none"> <li>• <b>Promotional strategies and materials have been developed to publicize the CTE program.</b></li> </ul>				
<b>Highly Effective</b>	The program uses a variety of promotional materials such as brochures, videos, and websites that are part of an ongoing, coordinated promotional plan.			
<b>Meets Standard</b>	Promotional plans and recruitment activities occur annually. Students are involved in promotional activities.			
<b>Needs Improvement</b>	There is no evidence of a promotional program.			
<b>N/A</b>	Virtual program(s)			
<i>Examples of Evidence: Promotional Plan / Activities, Marketing Materials, Brochures / Videos / Website Links</i>				
<b>STATUS:</b>	<input type="checkbox"/> <b>Highly Effective</b>	<input type="checkbox"/> <b>Meets Standard</b>	<input type="checkbox"/> <b>Needs Improvement</b>	<input type="checkbox"/> <b>N/A</b>
<b>Rationale:</b>				



**QPS 5.5: Program Promotion**

- **Program promotion activities are planned and conducted during the year to inform students, parents/legal guardians, guidance counselors, 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.

**N/A** Virtual program(s)

*Examples of Evidence: Promotional Documents / Notes, Programs or Agendas*

**STATUS:**       **Highly Effective**               **Meets Standard**               **Needs Improvement**               **N/A**

**Rationale:**

## QPS 6.0: FACILITIES, EQUIPMENT, AND INSTRUCTIONAL MATERIALS AND SUPPLIES

Facilities, equipment, instructional materials, and 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.

<b>QPS 6.1: Accessibility</b>			
<ul style="list-style-type: none"> <li><b>The facility is accessible to meet the needs of all students.</b></li> </ul>			
<p><b>Highly Effective</b></p>	<p>The facility, or technology, is accessible to all students and a district corrective action plan is utilized if non-compliant items are found.</p>		
<p><b>Meets Standard</b></p>	<p>The facility is accessible to all students and an annual review process is in place.</p>		
<p><b>Needs Improvement</b></p>	<p>The facility has not been properly evaluated or inspected within the past twelve months.</p>		
<p><i>Examples of Evidence: Fire Inspection Report, Virtual – Technology Plan to Meet Needs of Students (including internet options), Virtual – Lab Facilities (as needed)</i></p>			
<p><b>STATUS:</b></p>	<input type="checkbox"/> <b>Highly Effective</b>	<input type="checkbox"/> <b>Meets Standard</b>	<input type="checkbox"/> <b>Needs Improvement</b>
<p><b>Rationale:</b></p>			

<b>QPS 6.2: Safety</b>			
<ul style="list-style-type: none"> <li><b>The classroom and lab areas are safe, organized, and clean to ensure the effective delivery of program curriculum.</b></li> </ul>			
<p><b>Highly Effective</b></p>	<p>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.</p>		
<p><b>Meets Standard</b></p>	<p>The classroom and lab areas are safe, organized, and clean to ensure the effective delivery of program curriculum.</p>		
<p><b>Needs Improvement</b></p>	<p>The classroom and lab areas safety, organization, or cleanliness are inadequate to ensure the effective delivery of program curriculum.</p>		
<p><i>Examples of Evidence: Facility Floor Plan, Student Safety Test Results, Evacuation Plan, Digital Citizenship and/or Safety Policy</i></p>			
<p><b>STATUS:</b></p>	<input type="checkbox"/> <b>Highly Effective</b>	<input type="checkbox"/> <b>Meets Standard</b>	<input type="checkbox"/> <b>Needs Improvement</b>
<p><b>Rationale:</b></p>			

**QPS 6.3: Instructional Tools, Equipment, and Supplies**

- The availability of instructional tools, equipment, and supplies are sufficient to meet the instructional needs of all students.**

**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, Inventory Lists, Supply Lists, Photo(s) of Facility w/Tools

**STATUS:**

**Highly Effective**

**Meets Standard**

**Needs Improvement**

**Rationale:**

**QPS 6.4: Inspection and Maintenance**

- The facility, tools, and equipment are inspected and maintained 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** Virtual program(s)

*Examples of Evidence:* Tool List, Inspection Checklists with Date of Inspection, Inventory List

**STATUS:**

**Highly Effective**

**Meets Standard**

**Needs Improvement**

**N/A**

**Rationale:**

**QPS 6.5: Program and Equipment Enhancement**

- **A local plan is in place for program and equipment enhancement/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

**STATUS:**             **Meets Standard**                       **Needs Improvement**

Rationale:

**QPS 6.6: Storage Space**

- **Adequate and secure storage space is provided 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:* Facility Floor Plan, Photo of Storage Space

**STATUS:**             **Meets Standard**                       **Needs Improvement**

Rationale:

**QPS 6.7: Inventory**

- An inventory of equipment and instructional tools is on file and updated annually.**

**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** Virtual program(s) (if computers are not provided).

*Examples of Evidence: Inventory Lists*

**STATUS:**     **Highly Effective**             **Meets Standard**             **Needs Improvement**             **N/A**

**Rationale:**

## QPS 7.0: COMMUNITY, 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.

<b>QPS 7.4: Advisory Technical Skills Committee Recommendations</b>			
<ul style="list-style-type: none"> <li>• <b>The local program teacher implements the district advisory technical skills committee’s recommendations.</b></li> </ul>			
<b>Highly Effective</b>	The local program teacher is informed and implements recommendations to the extent possible.		
<b>Meets Standard</b>	The local program teacher is aware of the Advisory Technical Skills Committee recommendations.		
<b>Needs Improvement</b>	The local program teacher is not aware of the advisory committee recommendations.		
<i>Examples of Evidence:</i> ATSC Minutes, ATSC Recommendations			
<b>STATUS:</b>	<input type="checkbox"/> <b>Highly Effective</b>	<input type="checkbox"/> <b>Meets Standard</b>	<input type="checkbox"/> <b>Needs Improvement</b>
<b>Rationale:</b>			

<b>QPS 7.5: Joint Technical Skills Advisory Committee</b>				
<ul style="list-style-type: none"> <li>• <b>The local program teacher participates, if applicable, in the related Joint Technical Skills Advisory Committee.</b></li> </ul>				
<b>Highly Effective</b>	The local program teacher attends and/or is a member of the committee and implements recommendations to the extent possible.			
<b>Meets Standard</b>	The local program teacher receives the committee minutes and implements recommendations to the extent possible.			
<b>Needs Improvement</b>	The advisory committee exists, but there is awareness from local program teacher.			
<b>N/A</b>	The local postsecondary institution does not have a CTE program that relates to the programs taught.			
<i>Examples of Evidence:</i> JTSC Minutes / Agenda(s), JTSC Recommendations				
<b>STATUS:</b>	<input type="checkbox"/> <b>Highly Effective</b>	<input type="checkbox"/> <b>Meets Standard</b>	<input type="checkbox"/> <b>Needs Improvement</b>	<input type="checkbox"/> <b>N/A</b>
<b>Rationale:</b>				

**QPS 7.6: Program-Level Industry Committees**

- **A program-level industry committee, if applicable, provides input and support.**

**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)*

**STATUS:**       **Highly Effective**                       **Meets Standard**                       **N/A**

Rationale:

**QPS 7.7: Business and Industry Partnerships**

- **Business and industry partners are actively engaged with 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), Pictures / Notes from Activities*

**STATUS:**       **Highly Effective**                       **Meets Standard**                       **Needs Improvement**

Rationale:

## QPS 8.0: EVALUATION SYSTEMS AND ACCOUNTABILITY

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

<b>QPS 8.1: Program Evaluation</b>			
<ul style="list-style-type: none"> <li><b>There is an annual program evaluation using 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.</b></li> </ul>			
<b>Highly Effective</b>	Program evaluation results are compiled and utilized for program improvement and dissemination to stakeholders.		
<b>Meets Standard</b>	An annual program evaluation occurs to ensure instructional objectives and goals are being met.		
<b>Needs Improvement</b>	No annual program evaluation exists.		
<i>Examples of Evidence:</i>	<i>Documentation of Program Evaluation Plan, Program Evaluation Data, QPS Self-Evaluation and/or Annual Report</i>		
<b>STATUS:</b>	<input type="checkbox"/> <b>Highly Effective</b>	<input type="checkbox"/> <b>Meets Standard</b>	<input type="checkbox"/> <b>Needs Improvement</b>
<b>Rationale:</b>			

<b>QPS 8.2: Student Feedback</b>			
<ul style="list-style-type: none"> <li><b>Student feedback is collected and used in program planning, evaluation, and improvement.</b></li> </ul>			
<b>Highly Effective</b>	A structured student feedback system is utilized to plan, evaluate, and improve the CTE programs.		
<b>Meets Standard</b>	Student feedback is annually collected and reviewed.		
<b>Needs Improvement</b>	No evidence of student feedback exists, or feedback is not used for program improvement.		
<i>Examples of Evidence:</i>	<i>Student Feedback Data (without PII), Student Feedback Collection Method</i>		
<b>STATUS:</b>	<input type="checkbox"/> <b>Highly Effective</b>	<input type="checkbox"/> <b>Meets Standard</b>	<input type="checkbox"/> <b>Needs Improvement</b>
<b>Rationale:</b>			



**QPS 8.3: Student Follow-up**

- **A student follow-up system is used to determine student placement and the 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:* Student Follow-up Method of Collection, Student Follow-up Data (without PII)

**STATUS:**       **Highly Effective**                       **Meets Standard**                       **Needs Improvement**

Rationale:

**QPS 8.4: Retention and Completion**

- **Students complete a program of study.**

**Highly Effective** Percentage of concentrators that complete a program of study has risen the last two years.

**Meets Standard** Percentage of concentrators that complete a program of study has risen over the past year.

**Needs Improvement** Percentage of concentrators that complete a program of study has declined over the past year, or the program does not offer the full program sequence.

**N/A** Completing level not yet offered.

**STATUS:**       **Highly Effective**                       **Meets Standard**                       **Needs Improvement**                       **N/A**

Rationale:

**QPS 8.5: Workplace Readiness Skills Assessment Participation Rate**

- **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.

**STATUS:**       **Highly Effective**                       **Meets Standard**                       **Needs Improvement**

Rationale:

**QPS 8.6: Workplace Readiness Skills Assessment Pass Rate**

- **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.

**STATUS:**       **Highly Effective**                       **Meets Standard**                       **Needs Improvement**

Rationale:

**QPS 8.7: End-of-Program Technical Assessment Participation Rate**

- **Completion level students take the related end-of-program technical assessment to measure technical skill attainment.**

**Highly Effective** 100% of the eligible students took the end-of-program technical assessment.

**Meets Standard** Less than 100% of the eligible students took the end-of-program technical assessment, however, the appropriate documentation exists to explain missing student participation.

**Needs Improvement** Less than 100% of the eligible students took the end-of-program technical assessment.

**N/A** The CTE program does not offer the end-of-program technical assessment.

**STATUS:**     **Highly Effective**             **Meets Standard**             **Needs Improvement**             **N/A**

Rationale:

**QPS 8.8: End-of-Program Technical Assessment Pass Rate**

- **Completion level students pass the related end-of-program technical assessment.**

**Highly Effective** 70% or more of the students passed the end-of-program technical assessment.

**Meets Standard** The percentage of completion level students who passed the end-of-program technical assessment is within 5 percentage points of the state average.

**Needs Improvement** The percentage of completion level students who passed the end-of-program technical assessment is more than 5 percentage points below the state average.

**N/A** The CTE program does not offer the end-of-program technical assessment.

**STATUS:**     **Highly Effective**             **Meets Standard**             **Needs Improvement**             **N/A**

Rationale:

**QPS 8.9: Certificate of Skill Attainment**

- **Completion level students earn the Certificate of Skill Attainment.**

**Highly Effective** 50% or greater of completion level students earn the Certificate of Skill Attainment.

**Meets Standard** The percentage of completion level students who earn the Certificate of Skill Attainment is within 5 percentage points of the state average.

**Needs Improvement** The percentage of completion level students who earn the Certificate of Skill Attainment is more than 5 percentage points below the state average.

**N/A** The CTE program does not offer the Certificate of Skill Attainment.

**STATUS:**     **Highly Effective**             **Meets Standard**             **Needs Improvement**             **N/A**

**Rationale:**