

SECTION D

Quality Review Measures for Career and Technology Education

CURRICULUM AND INSTRUCTION

To be completed by career and technology education teachers

SOUTH CAROLINA'S STRATEGIC PLAN FOR CAREER AND TECHNOLOGY EDUCATION: TEN VISION THEMES

Accountability

To meet specific measures of performance at all levels.

Business Relationships

To develop a network of business relationships that promotes career awareness and marketable skills.

Curriculum

To develop and implement a relevant curriculum that uses current technology and instructional strategies.

Funding

To acquire the funds essential to achieve the vision.

Leadership

To provide an effective leadership program for career and technology education.

Marketing

To create awareness and to promote the value of career and technology education.

Professional Development

To provide effective professional development.

Recruitment

To develop and implement a system for recruiting and retaining quality educators and students.

Structural Change

To establish a structure that provides opportunities leading to student success.

Technology

To secure and effectively utilize world class technology.

Part 1: Applicable Measures

Directions: Indicate whether or not a measure has been completed by writing C (“completed”) or NC (“not completed”) in the blank.

- D.1** _____ Career and technology education (CATE) course content and instruction shall be based on state curriculum standards. (*Accountability*)
- D.2** _____ Advisory committees shall be established for each career cluster or CATE program to provide needed business/industry involvement. (*Business Relationships*)
- D.3** _____ CATE course content and instruction shall be integrated with the core academic content and instruction students need to graduate. (*Curriculum*)
- D.4** _____ Instructional materials and supplies shall be available for each student. (*Curriculum and Funding*)
- D.5** _____ The equipment, hardware, or software on which CATE students are trained shall be comparable to that currently used in the workplace and shall be properly installed and fully operational. (*Curriculum, Funding, and Technology*)
- D.6** _____ The instructional classroom/laboratory shall provide a favorable climate for learning and shall resemble the relevant workplace environment. (*Business Relationships and Structural Change*)
- D.7** _____ Safety procedures and precautions for CATE students and programs shall be emphasized and reviewed annually. (*Accountability*)
- D.8** _____ Career and technical student organizations (CTSOs) shall be an integral component of the CATE programs. (*Curriculum and Leadership*)
- D.9** _____ Business and community partnerships shall be identified and used to enhance the quality of the instructional program. (*Curriculum and Business Relationships*)
- D.10** _____ Students shall be instructed in employability skills and competencies. (*Curriculum*)
- D.11** _____ CATE students shall be provided with opportunities for career-oriented work-based learning experiences. (*Business Relationships, Marketing and Recruitment*)
- D.12** _____ Placement opportunities shall be identified for CATE program completers. (*Accountability and Business Relationships*)

Part 2: Evidence Supporting Each Measure

Directions: Put a check (✓) in the box if evidence is available to support the measure.

D.1 Standards-Based Instruction

- CATE courses/programs are taught to state-approved curriculum standards.
- Course syllabi and lesson plans reflect competency-based instructional techniques.
- Student achievement is based on demonstrated competence of relevant job tasks.
- Student progress is evaluated through an appropriate ongoing process.
- Technology applications are infused into the curriculum.
- State-recognized CATE programs with assigned CIP codes offer students the sequence of approved CATE courses needed to complete the program.
- The structure, duration, and scheduling of CATE courses are conducive to teaching students the identified CATE standards needed for a successful transition to postsecondary education, employment, or the military.
- The CATE course/program offers students an industry-approved curriculum that may lead to industry certification or a national/industry recognized credential.

D.2 Local Advisory Committee

- Advisory committee members represent the local business community and are identified by name, address, position, and place of employment.
- The advisory committee meets with the CATE teacher(s) at least twice a year.
- Advisory committee meeting minutes are submitted to the principal/director for review and action.
- The advisory committee provides support for the curriculum and input for extended learning opportunities.
- The advisory committee provides input/recommendations regarding:
 - current job needs and workforce requirements
 - classroom-based equipment and technology
 - specific program improvements needed
 - placement and work-based learning opportunities
 - student performance indicators
 - other: _____

List improvements/changes that have occurred as a result of advisory committee input:

D.3 Integration of Instruction

- Common planning time is provided for academic and CATE teachers to integrate instruction.
- English language arts, literacy, mathematics, and science instruction have been incorporated into CATE courses/programs.
- Academic and CATE teachers collaborate to enhance the classroom experiences and instructional relevancy for students.
- Professional development opportunities provide teachers with methods, strategies, and best practices for integrating academic and CATE instruction.
- Teachers participate in field studies or internships to observe how the business/industry environment requires integrated academic and technical skills.

D.4 Instructional Materials and Supplies

- An instructional budget is provided to each CATE teacher grades 7–12 at the beginning of the school year.
- Instructional materials and supplies are provided in sufficient quantity to meet program objectives.
- The instructional materials and supplies purchased allow the teacher to differentiate learning for individual students.

D.5 Equipment, Hardware and Software

- The equipment, hardware, and/or software used in the CATE course/program are current and appropriate to teach the state-approved curriculum standards.
- The equipment, hardware, and/or software provided are properly installed and fully operational.
- The variety and quantity of equipment, hardware, and/or software is sufficient for each student to practice and demonstrate the manipulative and technological skills needed for employment and/or further training.
- A physical inventory is conducted for the CATE program at least once a year and the date of the annual inventory is documented.
- Property records include the following:
 - description of the property
 - serial number or other ID number
 - vendor (source of the property)
 - who holds title
 - acquisition date and cost
 - cost of the property
 - percentage of federal/state cost
 - location/use of the property
 - condition of the property
 - ultimate disposition data
- Property records are available at the district and middle/high school or career center.
- A control system is in place to adequately safeguard property.
- Maintenance procedures are in place to keep the property in good condition.
- Equipment disposition is implemented in accordance with OCTE guidelines and forms.

D.6 Classroom/Laboratory

- The classroom/laboratory space is adequate for the number of students enrolled.
- The classroom/laboratory duplicates, as nearly as possible, the workplace environment.
- The instructional areas, storage areas, and any assigned work areas for students are neat, clean, and well maintained.
- Adequate lighting, ventilation, heating, and cooling are provided in all areas.
- Aisles and passageways are clear.
- The instructional environment is favorable to both males and females and students who may require special accommodations.
- Each classroom/laboratory is used for the specific purpose for which it was intended.

D.7 Safety

- A safety review of the CATE program is conducted annually.
- Safety lessons are taught and evaluated prior to students' laboratory experiences.
- Safety standards/regulations are posted.
- Personal protective equipment/materials are provided, used, and stored properly.
- Safety measures/guards are provided to protect the operator.
- The laboratory has emergency disconnect switches or similar safety cut-offs.
- Approved and properly inspected fire extinguishers are accessible.
- Flammable or hazardous materials and liquids are properly stored.
- Power tools and other electrical equipment are properly grounded.
- Sufficient electrical outlets are available and used properly.
- Exterior exits are visibly marked and accessible.
- Spacing of equipment ensures safe and efficient instruction and use.
- Required consent forms and safety protocols/procedures are available.

D.8 Career and Technical Student Organizations (CTSOs)

- Students are given the opportunity to participate in the CTSO related to their CATE program/cluster area.
- Students receive materials about relevant CTSOs and requirements to join.
- Membership rosters and minutes of meetings are recorded and on file.
- Student organization activities are conducted under the direct supervision of a CATE teacher/advisor.
- Funding is provided for student participation in CTSO leadership activities, competitions, and conferences.

D.9 Business and Community Partnerships

- The teacher initiates and maintains a listing of business/industry and community partnerships.
- Community resources are used to enhance classroom instruction and provide relevance to workplace skill demands (e.g., speakers, materials, field studies).

D.10 Employability Skills

- The CATE teacher is well-informed about the skills and competencies students need to be successful in college and careers.
- Employability skills-related instructional materials are available to CATE teachers and students.
- Employability skills are integrated into the CATE curriculum and/or taught as separate lessons to prepare students for the workplace.

D.11 Work-Based Learning Experiences

- Career-oriented work-based learning experiences are available for CATE students:
 - shadowing
 - mentoring
 - service-learning
 - school-based enterprise
 - internship or clinicals
 - cooperative education
 - youth apprenticeship
 - registered apprenticeship
 - other: _____
- CATE students are informed about local businesses/industries that can provide them with a work-based learning experience related to their career goal.
- Student qualifications and work-based learning requirements are shared with students and their parents/guardians.
- Students are instructed about work site procedures and behavior prior to assignment.
- The teacher/work-based learning coordinator has a clearly defined role in developing, facilitating, and evaluating work-based learning experiences for students.
- CATE student participation in work-based learning experiences is documented and reported in the student information system (PowerSchool).
- Forms and agreements applicable to the work-based learning experience are developed to stipulate the requirements and expectations for the student and the employer.
- Policies and procedures are in place to ensure the safety of participating students and members of the community who interact with these students.

D.12 Placement

- The CATE teacher provides information to students about placement.
- Business and industry placement sources are identified and contacted.
- Postsecondary education opportunities are identified for students.
- Military opportunities are identified for students.
- Articulation agreements with postsecondary institutions are established.
- The CATE teacher is aware of the placement goals for program completers.