

**Florida Department of Education  
Secondary Career and Technical Education Program Evaluation Document**

A. PROGRAM INFORMATION		
School District:		
School:		
Principal:		
School Address:		
Phone Number:		
Schedule Type (circle): Block    Alternating    6 period    7 period    other _____		
CTE Program:		
CTE Course(s):		Enrollment
Total Program Enrollment:		
Instructor(s):		Email Address
Number of Concentrators (Students completing 3 or more courses):		
Number of level 1 Students in Program		Number of Level 2 Students in Program
Number of Students Eligible to Receive the Gold Seal Vocational Scholarship:		
B. SCHOOL DEMOGRAPHICS		
Racial/Ethnic Group	Number of Students	
	Male	Female
WHITE		
BLACK		
HISPANIC		
ASIAN		
AM.INDIAN		
MULTIRACIAL		
DISABLED		
ECONOMICALLY DISADVANTAGED		
ELL		
MIGRANT		
FEMALE		
MALE		
<b>TOTAL</b>		

<b>C. METHOD OF INSTRUCTION</b>	
<b>Career and Technical Education Program</b>	
<b>Registered Career and Professional Academy (CAPE)</b>	
<b>Career Academy</b> Does the Career Academy meet National Standards of Practice? Yes                      No	
<b>Small Learning Community</b>	
<b>INDUSTRY CERTIFICATION(S)/ ACCELERATED MECHANISMS/ ARTICULATION AGREEMENTS</b>	
<b>Does the instructor hold the appropriate industry certification and/or licensures?</b> Yes                      No	
What industry certification and/or licensure does the instructor hold?	
<b>Can students earn industry certification(s) and/or licensures?</b> Yes                      No	
Is the industry certification and/or licensure part of a statewide articulation agreement? Yes                      No	
List all applicable industry certifications and/or licensures that students may earn:	
<b>Are there other acceleration mechanisms in place?</b> Yes                      No	
Number of students dual enrolled in PSAV programs:	
Is the PSAV program part of a statewide articulation agreement? (PSAV to AS/AAS) Yes                      No	
<b>Number of students dual enrolled in CTE college credit programs:</b>	
<b>Is a formal local postsecondary articulation agreement in place?</b> Yes                      No	
With what institution(s) are the agreements articulated?	
How many credits/clock hours can be earned?	
<b>D. PROGRAM'S WORK-BASED LEARNING AND EMPLOYABILITY OPPORTUNITES</b>	
<b>Type of work-based learning opportunities available:</b>	
Cooperative work experience	Career Exploration/Internships
Apprenticeships	On Job Training (OJT)
Supervised experience projects	Community service learning
<b>Appropriate and/or applicable training plans for each student are maintained:</b> Yes                      No	
<b>Are there other benefits to students?</b>	
<b>E. TARGETED OCCUPATIONS</b>	
<b>What are the local employment opportunities for graduates of this program?</b>	
<b>Are these projections based on your district; state; region</b> (circle all that apply)	

**Quality Indicators**

Indicator 1	Teacher Quality	
<b>1.1</b>	<b>Instructor(s) holds valid, appropriately endorsed Florida Teaching Certificate(s) to teach all corresponding courses/programs.</b>	
	<b>1 = Non Certified</b>	<b>4 = Certified</b>
Instructor	Course/Program	Rating
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
If appropriate certification is <b>NOT</b> held, list what steps will be taken to insure proper teacher certification. (Use additional sheets if necessary)		

**Teacher Certification Indicator Section Score**  
(Sum of Points Earned/ Total Possible Points)

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Quality Indicators - Level of Implementation Ratings			
<b>Level 1</b> Little or No Development and Implementation	<b>Level 2</b> Limited Development or Partial Implementation	<b>Level 3</b> Operational Level of Development and Implementation	<b>Level 4</b> Exemplary Level of Development and Implementation

Using the Level of Implementation Ratings listed above; circle the number that best describes the degree to which your program meets the quality indicator for the following:

Indicator 1	Teacher Quality			
<b>1.2</b>	<b>Instructors participate in focused teacher professional development and activities that positively impact school improvement/CTE program and/or student learning.</b>			
QUALITY INDICATOR				Rating
1.2A Instructors maintain membership in related state and national professional development organizations.				1 2 3 4
1.2B Instructors strive to upgrade skills and knowledge by attending conferences, conventions, college courses, staff development, inservice training, and/or other sources of professional development (Provide evidence of professional development experiences.)				1 2 3 4
1.2C Instructors act as role models for students and exhibit leadership, teamwork, ethical, and professional practices				1 2 3 4
1.2D The CTE instructor(s) has been trained on performance appraisal instruments.				1 2 3 4
1.2E The CTE instructor(s) Individual Professional Development Plan (IPDP) includes professional development targeting the needs of subgroups not making AYP.				1 2 3 4
1.2F The CTE instructor(s) participated in the CATER program.				1 2 3 4
1.2G The CTE instructor(s) participated in the SREB Math/Science CTE integration workshops.				1 2 3 4
Additional Information and/or Comments:				

**Teacher Quality Indicator Section Score**  
(Sum of Points Earned/ Total Possible Points)

**/28**  
**Score:**

**Teacher Quality Indicator Section Level**  
(Total Rating Points for Section/Total # of Sections of Possible Indicators)

**/7**  
**Level:**

<b>Indicator 2</b>	<b>Program Quality</b>			
<b>2.1</b>	<b>Curriculum, instruction, and evaluation are based on the state approved standards, benchmarks, and frameworks.</b>			
QUALITY INDICATOR				Rating
2.1A Each course offered within the program is a state-approved course				1 2 3 4
2.1B Each course follows the latest state standards, benchmarks, and frameworks.				1 2 3 4
2.1C Prescribed course/program prerequisites are followed.				1 2 3 4
2.1D At least three sequential courses are offered within the program.				1 2 3 4
2.1E There is evidence that math, language arts, and/or science is integrated into all applicable lessons.				1 2 3 4
2.1F There is evidence of collaboration between the CTE instructor(s) and the academic teachers (e.g. shared planning, correlated lessons, team teaching etc.).				1 2 3 4
2.1G The CTE instructor(s) collaborates with the school (district) Reading Coach, Math Coach, and or Science Coach to develop model lessons.				1 2 3 4
2.1H The CTE instructor(s) uses research-based appropriate reading and writing instructional strategies and incorporates them into lesson plans.				1 2 3 4
2.1I Vocabulary acquisition strategies (e.g. picture notes, word mapping, interactive word walls, and context clues) are incorporated into the lesson plans.				1 2 3 4
2.1J FCAT short and extended responses items are incorporated into the lessons.				1 2 3 4
<b>2.2</b>	<b>DATA Analysis</b>			
QUALITY INDICATOR				Rating
2.2A The CTE Instructor(s) has reviewed student performance data and has developed lessons to target student's needs.				1 2 3 4
2.2B Ongoing, informal and formal assessments are used to monitor individual student progress.				1 2 3 4
2.2C The CTE instructor(s) use summative assessments to evaluate student mastery.				1 2 3 4
<b>2.3</b>	<b>CTE syllabus</b>			
QUALITY INDICATOR				Rating
2.3A Each course has an appropriate syllabus that includes appropriate course description, instructional philosophy, goals, objectives, major projects, instructional delivery plans, assessment plans, and grading policies.				1 2 3 4
2.3B Students are provided with specific expectations as to how class tasks and assignments are to be completed, due dates, the form which they are to be presented, and the expected quality of the final product.				1 2 3 4
<b>2.4</b>	<b>CTE Career Pathways opportunities</b>			
QUALITY INDICATOR				Rating
2.4A CTE courses are organized into state-recognize Career Pathway(s).				1 2 3 4
2.4B The Career Pathway has been converted to the Programs of Study (POS) State Template and includes a sequence of college-preparatory academic courses and a sequence of at least four CTE courses students should take to prepare for both further study and careers in the broad career field.				1 2 3 4
2.4C Programs of Study are available to CTE students.				1 2 3 4
2.4D The Articulation Agreement supporting the Program of Study has been signed and approved by appropriate agency heads.				1 2 3 4

2.4E The Articulation Agreement describes how postsecondary education credits are awarded to students in the Program of Study.	1 2 3 4
<b>2.5</b>	<b>3-5 Year written plan</b>
QUALITY INDICATOR	Rating
2.5A Instructors have designed a 3 to 5 year written program plan that is reviewed and updated annually. Plans include strategies for articulations, industry certification plans, partnerships, repairing and replacement of equipment, student recruitment and monitoring.	1 2 3 4
2.5B Recommendations and suggestions provided by district and school administrators, accreditation teams, counselors, and advisory committees are considered in the plan development.	1 2 3 4
<b>2.6</b>	<b>Career and Technical Student Organization (CTSO)</b>
QUALITY INDICATOR	Rating
2.5A Program is appropriately affiliated with a corresponding CTSO	1 2 3 4
2.5B CTSO is an integral part of the program	1 2 3 4
2.7A Leadership training activities are provided for all students	1 2 3 4
2.7B CTSO participates in community service activities.	1 2 3 4
2.7C CTSO participates in applicable local, district, regional, state and national technical skills competitions and leadership activities.	1 2 3 4
2.7D School/district makes provisions for travel expenses and release time for the advisor(s) to participate in CTSO technical skills competitions and leadership activities.	1 2 3 4
2.7E School/district makes provisions for travel expenses and release time for the students to participate in CTSO technical skills competitions and leadership activities.	1 2 3 4
<b>2.9</b>	<b>Parent and community involvement</b>
QUALITY INDICATOR	Rating
2.9A Parents and/or guardians are part of the CTE program of study decision-making process.	1 2 3 4
2.9B There is evidence that the instructor communicates with parents and/or guardians.	1 2 3 4
2.9C The program utilizes an advisory committee with appropriate representation from business, industry, education, community, government agencies, and special populations.	1 2 3 4
2.9D The advisory committee is functioning at the local school or district level, and is specifically utilized for the program.	1 2 3 4
2.9E The advisory committee formally meets at least three times a year as evidenced by recorded minutes.	1 2 3 4
2.9F There is evidence of collaboration with local business partners, professional and service organizations and other community groups.	1 2 3 4
<b>2.10</b>	<b>District and school administration support</b>
QUALITY INDICATOR	Rating
2.10A Innovative instruction and program enhancements are encouraged and supported.	1 2 3 4
2.10B Faculty input is considered prior to determining teaching assignments and schedules in an effort to facilitate efficient classroom/lab management and utilization.	1 2 3 4

2.10C Instructors ensure that administrators are familiar with goals, objectives, activities, prerequisites, enrollment guidelines, and curriculum of the program	1 2 3 4
2.10D The school leadership team has a CTE representative.	1 2 3 4
2.10E Instructors ensure that counselors are familiar with goals, objectives, activities, requirements, prerequisites, enrollment guidelines, curriculum and career options of the program and individual student's ePEP.	1 2 3 4
2.10F Counselors register students based on the goals, objectives, activities, requirements, prerequisites, enrollment guidelines, curriculum and career options of the program	1 2 3 4
<b>2.11</b>	<b>Appropriate student/instructor ratios</b>
QUALITY INDICATOR	Rating
2.11A Enrollment in laboratory courses does not exceed the available workstations.	1 2 3 4
2.11B Enrollment in all courses ensures that the program objectives can be met in a safe and effective manner.	1 2 3 4
Additional Information and/or Comments:	

**Program Quality Indicator Score**  
(Sum of Points Earned/ Total Possible Points)

___/172 <b>Score:___</b>
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**Program Quality Indicator Section Level**  
(Total Rating Points for Section/Total # of Sections of Possible Indicators)

/43 <b>Level:</b> ___
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<b>Indicator 3</b>	<b>Student Access and Equity Quality</b>			
<b>3.1</b>	<b>Equal access is provided to all students, including nontraditional and special populations.</b>			
<b>QUALITY INDICATOR</b>				<b>Rating</b>
3.1A Instructional program encourages the elimination of gender bias and stereotyping (Provide examples of recruitment and promotional materials that include diverse populations -genders, race, color, national origin, or disabilities.)				1 2 3 4
3.1B Educational environment honors diversity and respect of each individual. (Provide evidence of attempts to increase enrollment of special populations, especially male/female enrollments in programs considered nontraditional for their gender.)				1 2 3 4
3.1C Fair and impartial practices and assessments are incorporated into the classroom to facilitate academic achievement of all students. (Provide evidence of 504 and/or ESE accommodations and ESOL strategies.)				1 2 3 4
3.1D Facility is free from barriers that would result in the denial of access to persons on the basis of gender, race, color, national origin, or disability.				1 2 3 4
3.1E The entire curriculum is available to all students				1 2 3 4
Additional Information and/or Comments:				

**Student Access and Equity Section Quality Indicator Score**  
(Sum of Points Earned/ Total Possible Points)

____/20 <b>Score:</b>
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**Student Access and Equity Section Quality Indicator Section Level**  
(Total Rating Points for Section/Total # of Sections of Possible Indicators)

____/5 <b>Level:</b>
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<b>Indicator 4</b>	<b>Budget, Equipment, Technology, Instructional Materials, Facilities, and Safety Quality</b>			
<b>4.1</b>	<b>The program has an annual operating budget.</b>			
QUALITY INDICATOR				Rating
4.1A Instructor(s) provide input in regard to their annual operating budget.				1 2 3 4
4.1B Instructor(s) have access to and control over an annual supplies budget.				1 2 3 4
4.1C Allocated resources are sufficient to provide for the maintenance, repair, and replacement of equipment and purchase of necessary supplies to maintain and achieve the goals and objectives of the program.				1 2 3 4
4.1D If lab fees are collected, they are expended for supplies used by students enrolled in the course/program.				1 2 3 4
4.1E Supplies or an annual supply budget are provided for the program.				1 2 3 4
<b>4.2</b>	<b>The program has proper equipment and adequate supplies.</b>			
QUALITY INDICATOR				Rating
4.2A Equipment provided is consistent with program objectives.				1 2 3 4
4.2B Established procedures for the maintenance, repair, and replacement of equipment are followed.				1 2 3 4
4.2C Current inventory of equipment is on file and updated annually.				1 2 3 4
<b>4.3</b>	<b>The program has accessible technology.</b>			
QUALITY INDICATOR				Rating
4.3A Each classroom and/or lab has at least one computer with Internet access and email capability for instructors.				1 2 3 4
4.3B Students have access to computers when needed to learn specific competencies.				1 2 3 4
4.3C The program is enriched with appropriate instructional, appropriate software, audiovisuals, etc.				1 2 3 4
<b>4.4</b>	<b>Appropriate instructional materials are available.</b>			
QUALITY INDICATOR				Rating
4.4A Instructional materials support state approved standards and objectives.				1 2 3 4
4.4B Adequate instructional materials are available for all students in all courses.				1 2 3 4
4.4C. The instructional materials are 5 years old or less and are on the school/district purchase rotational schedule.				1 2 3 4
4.4D Materials are available in the school for students to become aware of a broad range of careers, continued education, and/or training opportunities.				1 2 3 4
4.4E Students are exposed to guest speakers, business leaders, and field study opportunities.				1 2 3 4
<b>4.5</b>	<b>The program has adequate classroom, laboratory, and storage areas to provide a quality and safe learning environment.</b>			
QUALITY INDICATOR				Rating
4.5A Program facilities are consistent with program standards and objectives.				1 2 3 4
4.5B Environmental factors such as air and water temperature, noise, ventilation, light, and particulate control are maintained at appropriate levels.				1 2 3 4
4.5C Storage space is functional and sufficient for instructional materials, supplies, and equipment.				1 2 3 4
4.5D Classroom and laboratories are clean, properly maintained and in good repair to provide an environment conducive to learning.				1 2 3 4
4.6E Facility repairs and improvement request are submitted and resolved in a				

timely manner.	1	2	3	4
4.6F Instructor workstations are adequate and appropriately equipped.	1	2	3	4
<b>4.7 Safe practices are understood and implemented</b>				
<b>QUALITY INDICATOR</b>	<b>Rating</b>			
4.7A Federal, state, and district health and safety policies and procedures are utilized.	1	2	3	4
4.7B Classrooms and laboratories are safe and clear of clutter.	1	2	3	4
4.8C Classroom and laboratories are equipped with appropriate safety and first aid equipment.	1	2	3	4
4.8D Appropriate safety procedures are posted in a prominent location and are reviewed with students frequently.	1	2	3	4
Additional Information and/or Comments:				

**Budget, Equipment, Technology, Instructional Materials,  
Facilities and Safety Quality Indicator Section Score**  
(Sum of Points Earned/Total Possible Points)

<p>___/104 Score: _____</p>
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**Budget, Equipment, Technology, Instructional Materials,  
Facilities and Safety Quality Indicator Section Level**  
(Total Rating Points for Section/Total # of Sections of Possible Indicators)

<p>___/26 Level: _____</p>
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<b>Indicator 5</b>	<b>Enrollment, Retention, Completion and Post Program Placement Quality</b>			
<b>5.1</b>	<b>Enrollment is a function of student interest, advisers' direction and student needs.</b>			
QUALITY INDICATOR				Rating
5.1A A plan exists to reach program capacity.				1 2 3 4
5.1B Students chose to be enrolled in the program.				1 2 3 4
5.1C The program is marketed to all students in the community and to stakeholders.				1 2 3 4
5.1D There is evidence of positive public relations materials concerning the program's activities, achievements and accomplishments. (Provide examples including press releases, articles, web postings, student spotlights, etc. )				1 2 3 4
<b>5.2</b>	<b>Adequate concentrator percentages are achieved.</b>			
QUALITY INDICATOR				Rating
5.2A Students entering the program continue past the foundation course for a 3-year period.				1 2 3 4
5.2B Students complete all of the courses available within the program offered.				1 2 3 4
<b>5.3</b>	<b>Positive post program opportunities are achieved</b>			
QUALITY INDICATOR				Rating
5.3A The program's graduates and/or concentrators are working in a related career field, operating entrepreneurial businesses, completing formal apprenticeships, enrolled in postsecondary education, or serving in the military one year after graduation.				1 2 3 4
Additional Information and/or Comments:				

**Enrollment, Retention, Completion and Post Program Placement  
Quality Indicator Section Score**

(Sum of Points Earned/ Total Possible Points)

\_\_\_/28

**Score:**

**Enrollment, Retention, Completion and Post Program Placement  
Quality Indicator Level Section Score**

(Total Rating Points for Section/Total # of Sections of Possible Indicators)

\_\_\_/7

**Level:**\_\_\_

**Final Program Quality Indicator Tabulations**

**Overall Quality Indicator Sections Score**  
(Total Quality Indicator Section Scores/Total Possible Points)

/352  
**Score:\_\_\_\_\_**

**Teacher(s) Certification Section Score**  
(Sum of Points Earned/ Total Possible Points)

/  
**Score:\_\_\_\_\_**

**Overall Program Quality Indicator Score**  
(Overall Quality Indicator Sections Score + Teacher(s) Certification Score /Total Possible Points)

/  
**Score:\_\_\_\_\_**

**Teacher(s) Certification Indicator Level**  
(Sum of Points Earned/ Total Possible Points)

/  
**Level: \_\_\_\_\_**

**Overall Quality Indicator Level**  
(Sum of 5 Quality Indicator Level Section Scores + Teacher(s) Certification Indicator Level Score/6)

/6  
**Level:\_\_\_\_\_**

**Overall Quality Indicator Level: \_\_\_\_\_**

**Reviewer Comments/Results/Accolades/Recommendations:**
