



EDUCATION AND WORKFORCE DEVELOPMENT CABINET

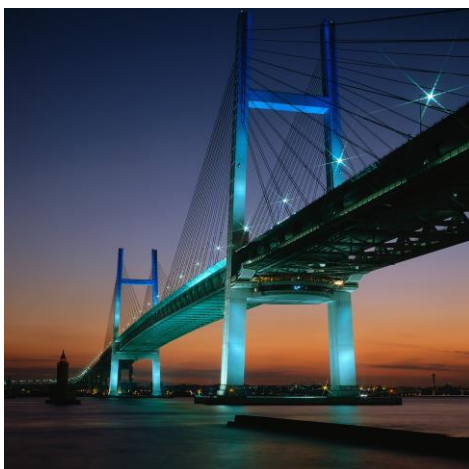


Program Assessment Document

17 STANDARDS

Two-year cycle

JULY 1, 2013



JUNE 30, 2015



SCHOOL	
PROGRAM	
TEACHER(s)	



Equal Education and Employment Opportunities M/F/D

<https://education.ky.gov/CTE/PA/Pages/default.aspx>

TABLE OF CONTENTS

Title	Page(s)
Objective	3
Instructions for Completing a Self-Study	4
Instructions for Preparing for a Team Visit	5
General Guidelines for Developing Documentation	6
Definitions	6
Program Assessment Schedule	8
Standards	
1 – Curriculum	9
2 – Lesson/Unit Plans	10
3 – Student Achievement	11
4 – Student Recognition	12
5 – Postsecondary Links	13
6 – Perkins Performance Measures	14
7 – Program Area Safety	15
8 – Student Safety	16
9 – Student Organization	17
10 – Public Relations	18
11 – Families and Community Contributions	19
12 – Advisory Committee	20
13 – Industry Certification	21
14 – Work-Based Learning	24
15 – Professional Growth	25
16 – Program Improvement Plan	26
17 - Technology	27
Self Assessment Rating Summary Sheet	28

OBJECTIVE

The Program Assessment Branch in the Office of Career and Technical Education developed and revised this document with assistance from the Office of Next-Generation Learners in the Kentucky Department of Education (KDE), school administrators, CTE coordinators, and teachers from locally-operated vocational centers and state-operated area technology centers; and representatives from the Kentucky Community and Technical College System (KCTCS), state universities, and business and industry. The Program Assessment Branch has made every effort to make this document as user-friendly as possible. For more information about the assessment documentation and process, visit the program assessment website at <https://education.ky.gov/CTE/PA/Pages/default.aspx>. The website includes a copy of the current program assessment document, a history and overview of the process, support documents, example documentation, blank forms and web links to related information. If you need clarification or assistance, contact Wayne King, Program Assessment Branch Manager, Office of Career and Technical Education, 502-564-5001, or by e-mail at Wayne.King@education.ky.gov.

This document is not the sole measure of program success. The program assessment is, however, a good indication of the program's ability to provide a continuously improved learning environment to increase student achievement.

To document continued program improvement, each teacher/principal/administrator must have a thorough understanding of the criteria used for program assessment:

- reviews the status of programs according to the 17 Standards;
- provides necessary information for teachers to plan continuous program improvement;
- embeds accountability measures from:
 - Carl Perkins Act,
 - Kentucky Occupational Skill Standards,
 - State of Kentucky Accountability Systems, including core content,
 - AdvancEd five standards,
 - KDE Standards and Indicators for School Improvement (SISI) and
 - Kentucky Administrative Regulations for career and technical programs.
- includes a website with documents that provide an alignment with the [accountability guidelines](#) and
- addresses the program's:
 - effectiveness in implementing the Kentucky Tech curriculum or other approved curriculum;
 - commitment to continuous improvement;
 - effectiveness in supporting student transition to work or postsecondary education;
 - ability to provide a safe and effective learning environment;
 - effectiveness in providing students with professional and leadership development;
 - inclusion of work-based learning opportunities;
 - relationship with the community including employers and parents;
 - effectiveness in meeting accountability criteria;
 - level of training in relationship to current industry standards and
 - efficient usage of resources.

INSTRUCTIONS FOR COMPLETING THE SELF-STUDY

A self-study for all programs, including new programs and programs with new teachers, is required. Due by June 15 of each year. See schedule on page 8.

The 17-Standard Program Assessment document contains three categories for assessment, based on the Standards and Indicators for School Improvement: Academic Performance, Learning Environment, and Efficiency. Academic Performance includes standards relating to curriculum, instruction, and transition. Learning Environment includes standards related to program safety, student achievement, community involvement, and teacher professional development. Efficiency includes standards for continuous improvement and resources. These 17 standards are to be scored as 4, 3, 2, 1 or 0 according to the scoring guide provided after each standard. Documentation of achievement is required for all items. "NA" may be marked for Standard 13 on nationally-recognized program accreditation if no industry accreditation is required for that program area. Please follow the steps below:

1. All programs (including programs with a new teacher) will complete a self-study. The principal and/or his/her designee will be responsible to assist the new teacher in completing the self-study.
2. Read each standard carefully.
3. Prepare a file or tote in which to hold the documentation, with separate sections for each standard and separate file folders for each section of the standard. Labels for the 17 standards are on the program assessment website at <https://education-edit.ky.gov/CTE/PA/Pages/PAGen.aspx>. Throughout the evaluation period, gather documentation listed for each standard. A monitoring schedule is available on the program assessment website to assist in spreading the documentation process over an assessment period, rather than waiting until the last month to collect all the documentation.
4. Use the instructions included in this document and the sample documentation at <https://education.ky.gov/CTE/PA/Pages/default.aspx> on the program website for detailed guidelines.
5. Analyze the program documentation to determine the program rating. Using the scoring guide, rate each standard a 4, 3, 2, 1 or 0. "NA" may be selected for Standard 13 if nationally-recognized industry accreditation is not required for the program.
6. Record ratings and comments on the program assessment rating summary sheet provided at the end of the program assessment document.
7. Using the program assessment rating summary sheet on the last page, submit the ratings to the principal.
8. The principal will submit the ratings to the Office of Career and Technical Education via the website at <http://www.kytech.ky.gov/paselfsearch.asp> in June according to instructions sent in the spring of each year. (Refer to the schedule beginning on page 8.)
9. For information on the web submission of the self-assessment and passwords, contact Wayne King at Wayne.King@education.ky.gov or 502-564-5001.
10. Print a copy of the completed program self-assessment scores from the website in 9 above for inclusion in the program assessment documentation in Standard 16D.
11. Keep documentation on file for the previous and current school years.

INSTRUCTIONS FOR PREPARING FOR AN ASSESSMENT TEAM VISIT

1. Programs with a new teacher who is required to complete the KTIP will not receive an assessment team visit during the first two school years. Teachers hired by June 30 will be considered to be employed during the current school year and that year will count for the first of the two years of exemption. This exemption can only be used for one program assessment cycle before the program will be assessed with the principal completing the documentation.
2. New programs with teachers who have completed the KTIP are subject to a team visit as early as the second school year.
3. Refer to the program assessment visit schedule beginning on page 8 for the month and year of the team visit.
4. An OCTE staff member will contact the school principal before July 1 of the school year of the team visit to set the exact day of the month for the visit.
5. Follow steps 1-5 of the self-assessment instructions on page 4.
6. The documentation assessment year will end with the day of the team visit and begin a calendar year before. For example, if a visit is scheduled in February 2013, the documentation year will be from February 1, 2012, through the visit date in February 2013.
7. A university educator will lead the team with potential representatives from the Kentucky Department of Education, Office of Career and Technical Education, Kentucky Community and Technical College System, established teacher and/or principal from another school and business and industry. The school principal will be invited to observe the team or he/she may choose another administrator to observe.
8. The principal may contact Wayne King (Wayne.King@education.ky.gov) to request that additional teachers participate on a team visit. The approval of these requests will be based on the number of team members required to staff the team visit.
9. Documentation for all programs should be in a room conducive to review by the assessment team. The principal has the option of documenting Standards 3, 6 and 15 for all programs in a separate file. (See page 6 for more details.)
10. A typical day will begin at 9 a.m., local school time; proceed with a tour of the labs and classrooms and a review of the program documentation; follow with the preparation of a school report; and end by 3 p.m. with a meeting with the teachers. The teachers will be given a copy of the checklist completed by the assessment team and will have an opportunity to discuss the scores with a team member and submit requests for changes to the team leader. *The team leader's decision on that day will be final and no other appeal process will be available.*
11. On the day of the visit, the principal and teachers will receive final copies of the program checklists with comments for each assessed program. The principal should discuss the findings with the teachers in preparation for developing the school and program improvement plans, professional growth plans and improving instruction.
12. Within two weeks of the visit, an official report with program and school ratings will be sent to the principal and supervisor. KDE school reports will also be sent to the superintendent.

GENERAL DOCUMENTATION GUIDELINES

1. Read the program assessment 17-standard document carefully to fully understand all the requirements.
2. **All documentation should be dated and reflect the current assessment year.** (See page 8 for visit schedule.)
3. Include only documents that are relevant to the standard.
4. Purge all non-relevant documents outside the assessment calendar year.
5. When the program has multiple teachers at one location, prepare only one set of documentation for the program. Programs housed at satellite locations are considered separate programs.
6. Responsibilities of documenting standards
 - **No documentation is needed; the team will assess by observation.*
 - ***Include documentation from all teachers in a multi-teacher program.*
 - ****Principal or his/her designee is responsible for documentation. The evidence for Standards 3, 6 and 15 should be included in the individual program or school documentation.*
7. When a lengthy document is presented, mark the page(s) specific to the assessed program.
8. All documentation must **identify the program** to receive credit for the standard.
9. The program assessment website provides detailed instructions, blank documents and examples for all standards.

DEFINITIONS

ACT – an assessment that provides students an indication of college readiness and meets college admission requirements.

Career Pathway – provides a coherent sequence of integrated career and technical and academic courses within secondary and postsecondary levels that leads to an occupation, bachelor's degree, certificates and industry certification.

Core Content – represents the content that has been identified as essential for all students to know and will be included on the state assessment. Core content should be identified on all curriculum maps.

Curriculum Maps – offer a sequence for delivering content and provide a clear scope for what must be taught to all students, based on Kentucky's curriculum documents.

Detailed Lesson Plans - include the following minimum components: objective, learning activities, tasks covered, resources, evaluation of students, skill standards, evaluation of lesson, core content, and academic expectations. (KTIP is a possible format.)

EPAS - Educational Planning and Assessment System.

EXPLORE - EXPLORE and PLAN are two of the three assessment programs of EPAS, ACT's Educational Planning and Assessment System. The ACT is the third program. EPAS programs are based on a common content continuum in each of the four areas tested (English, mathematics, science and reading) and are, therefore, helpful for measuring students' achievement, for gauging students' readiness for the transition to the next level of learning, and for school program evaluation. The assessments of EPAS are standardized, multiple choice tests.

Individual Learning Plan (ILP) – is a plan of study that emphasizes academic and career development for students beginning in middle school and continues throughout high school. The plan serves as a tool which helps students set learning goals based on academic and career interests.

KDE High School and District Improvement Plans – provide a data-driven, research-based framework for defining goals and objectives for improving student learning and for selecting and implementing strategies to improve the instructional and organizational effectiveness of every school. Locate KDE high school and district improvement plans from the [KDE website](#).

Kentucky Accountability Testing System - is designed to improve teaching and student learning in Kentucky. The overriding is for all schools in Kentucky to reach Proficiency as defined by the Kentucky Board of Education (KBE).

(KOSSA) Kentucky Occupational Skill Standards Assessments – is based on standards identified by employers across the state. The skill standards document describes skill standards to be assessed in the certification process. Curriculum offered in programs should include these standards.

KY Tech District Improvement Plan - provides a data-driven, research-based framework for defining goals and objectives for improving student learning; and for selecting and implementing strategies to improve the instructional and organizational effectiveness of state-operated ATCs.

Open Response Question – requires students to combine content knowledge and application of process skills in order to communicate an answer.

Perkins (1998 Carl D. Perkins Vocational and Applied Technology Education Act) - was designed to improve, expand and develop programs for students enrolled in vocational and technical education. (See website at <http://kytech.ky.gov/federalprogramsp Perkins.htm>.)

Perkins (Carl D. Perkins Career and Technical Education Improvement Act of 2006) – was designed to develop more fully the academic and career and technical skills of secondary and postsecondary education students by promoting efforts to:

- Assist students in meeting challenging standards
- Integrate rigorous academic and CTE instruction that links to postsecondary education
- Disseminate national research on best practices
- Provide professional development
- Supports partnership among the stakeholders

Perkins Definitions – See website at <http://kytech.ky.gov/federalteddefinitions.doc>.

PLAN - EXPLORE and PLAN are two of the three assessment programs of EPAS, ACT's Educational Planning and Assessment System. The ACT is the third program. EPAS programs are based on a common content continuum in each of the four areas tested (English, mathematics, science and reading) and are, therefore, helpful for measuring students' achievement, for gauging students' readiness for the transition to the next level of learning, and for school program evaluation. The assessments of EPAS are standardized, multiple choice tests.

Standards-Based Units of Study - provide comprehensive learning opportunities for students. Using standards, (e.g., Kentucky's Academic Expectations, Program of Studies, and Core Content for Assessment), as the basis for a unit focuses planning on meaningful and relevant concepts. The unit plan, in turn, enhances the delivery of instruction and assessment.

Syllabi – summarizes or outlines the main points of a course to include the name and description of the course, teacher's name, text and other course materials used, grading criteria, and reference to KCTCS course(s).

Technical Writing - is transactive writing that focuses on a technical subject or brings technical knowledge and understanding to a subject in order to accomplish one or more realistic, functional purposes. Technical writers present ideas, information, and other support to accomplish their purposes. They seek to inform readers and may present information, including research findings.

TEDS - TEDS is the official repository of student data for all career/technical programs taught in Kentucky.

TEDS Definitions – See TEDS website at <http://kytech.ky.gov/federalteddefinitions.doc>.

TEDS Information – See TEDS website at <http://kytech.ky.gov/federalprogramsteds.htm>.

Writing Portfolio - is a purposeful selection of student work that exhibits a student's efforts and achievement.

Program Assessment Team Visit Schedule

Assessment Team Visit (Additional Locally-Operated Schools and Programs May Be Added)		Team Assessment Documentation Cycle	Self-Assessment Cycle Self Assessments Due
October 2013	October 2014		
Barren Bowling Green Caldwell Chapman Madison McCormick Millard	Belfry Carter Corbin Foster Harrodsburg Jackson Letcher	October 1 of previous year to October visit date	Cycle: June 15 – June 15 Due: June 15, 2014 June 15, 2015
November 2013	November 2014		
Butler ATC Christian Clinton Floyd Green Marion Martin Nelson Warren	Allen Ballard Breathitt Eastside Edmonson Fulton Knox Livingston Mayfield Morgan Rockcastle	November 1 of previous year to November visit date	Cycle: June 15 – June 15 Due: June 15, 2014 June 15, 2015
December 2013	December 2014		
Bell Johnson Lake Cumberland Montgomery Pulaski Union	Fleming Grayson Leslie Lincoln Russellville Simpson Southside	December 1 of previous year to December visit date	Cycle: June 15 – June 15 Due: June 15, 2014 June 15, 2015
January 2014	January 2015		
Clark Clay Fern Creek Franklin Co. Paducah Shelby ATC	Ballard H.S. Boone Carroll Casey Eastern Fairdale Garrard Mason	January 1 of previous year to January visit date	Cycle: June 15 – June 15 Due: June 15, 2014 June 15, 2015
February 2014	February 2015		
Boyd Grant Henderson Iroquois Jeffersontown Knott Marshall Murray Patton	Bath Bullitt Meade Pleasure Ridge Park Shawnee Southern Wayne	February 1 of previous year to February visit date	Cycle: June 15 – June 15 Due: June 15, 2014 June 15, 2015
March 2014	March 2015		
Greenup Harrison Lee Magoffin Monroe Trigg	Breckinridge Lawrence McCreary Muhlenberg Newport Ohio Powell Russell Webster	March 1 of previous year to March visit date	Cycle: June 15 – June 15 Due: June 15, 2014 June 15, 2015

ACADEMIC PERFORMANCE	CURRICULUM
1.	<p>The Kentucky Tech curriculum* is utilized for the delivery of classroom instruction to ensure that students receive appropriate training. Career and Technical Education (CTE) Regulations require the curriculum to be aligned with occupational skill standards and provide integration of rigorous academic content.</p>
<p>DOCUMENTATION:</p> <p>A. The state model career pathway form (typed) has been completed for the program and includes:</p> <ol style="list-style-type: none"> Secondary requirements for high school graduation. CTE courses required for certificates. Identification of certificates, diplomas and degrees. Postsecondary CTE and general education courses required for an associate's and bachelor's degree. Work experience as appropriate. Industry certifications, <i>including certificates that meet state accountability measures.</i> Identification of sample occupations. Kentucky Tech course titles <i>or other approved nationally recognized industry-based course</i> and KCTCS course numbers <i>or other approved nationally recognized industry-based course numbers</i> <p>B. The master schedule for the program includes all secondary courses identified by KY Tech titles and KCTCS number(s) that are included on the career pathway form in Standard 1A. (A two-year master schedule may be needed to document the inclusion of all courses required for certificate completion.)</p> <p>C. Syllabi are developed for all curriculum courses on the master schedule in Standard 1B and career pathway form in Standard 1A. Each course syllabus includes:</p> <ol style="list-style-type: none"> KY Tech course title. (KCTCS title, if different.) Description of the course. Teacher's name. Text and other course materials. KCTCS course number. Grading criteria. <p>D. Curriculum maps have been developed to include:</p> <ol style="list-style-type: none"> All courses on the master schedule in 1B and career pathway in 1A. KY Tech title. (KCTCS title, if different). KCTCS course number(s). KDE academic core standards. Kentucky Occupational Skill Standards numbers. KY Tech task numbers. Handwritten dates indicating when content was taught. That each row does not exceed five days of instructional content. Description of activities for each day/week. Schedule designation (year long, semester or trimester) and school year. <p>SCORING GUIDE:</p> <ol style="list-style-type: none"> Documentation of all four of the above. Documentation of three of the above. Documentation of two of the above. Documentation of one of the above. Documentation insufficient. <p>RESOURCES:</p> <p>Standard 1 Example Documentation KY Tech Curriculum KOSSA</p>	

***1.** A locally-operated program using a state-or nationally-recognized industry-based curriculum **must** have approval from the Office of Next-Generation Learners in the KDE to be exempt from using the KY Tech curriculum.

1C. When absolutely necessary to use titles like Automotive I, Automotive II and Automotive III, identify KY Tech/KCTCS courses within Automotive I, II and III. Align KY Tech titles and KCTCS course numbers with master schedule in 1B and career pathway in 1A.

1D. Other items that will enhance, but are not required, on the syllabi include: procedures for makeup work, reference to core content, skill standards, class rules and other information pertinent to students with special needs.

ACADEMIC PERFORMANCE		LESSON/UNIT PLANS	4	3	2	1	0
2.	Lesson/unit plans are prepared to guide instruction. CTE regulations require the curriculum to be aligned with occupational skill standards and provide integration of rigorous academic content.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>**DOCUMENTATION:</p> <p>A. **Technical writing contributions are included in classroom instruction. (Document at least two different dated samples of the assignments and copies of work from two students for both assignments.)</p> <p>B. **Scenario/open response/on-demand questions are included in course assessments/tests. (Document at least two different, dated examples of instructions/prompts, rubrics/scoring guides and students' work on both tests. Include open response with other questions to develop the test. Do not include open response as a stand-alone test. The students' grades should reflect inclusion of the open response.)</p> <p>C. **Detailed lesson/unit plans include integration of math, science or social studies, including at least two examples of assessments of students' work. (Include detailed unit/lesson plans and at least one assessment with two different students' work.)</p> <p>D. **A detailed unit plan OR at least four detailed lesson plans have been developed and delivered during the assessment period of the team visit that include items 1-17. When the detailed lessons option is chosen, items 6-17 must be included in every lesson plan.</p> <ol style="list-style-type: none"> 1) Five days of instruction 2) Safety instruction 3) Technical skills 4) Employability skills 5) Problem solving 6) The teacher's name 7) The dates the unit was taught within the current assessment year 8) Objectives 9) Learning activities 10) Tasks covered 11) Resources 12) Evaluation of students 13) Written and performance assessments of the unit/lessons (Include two graded samples of the completed students' tests for each assessment.) 14) Core content 15) Kentucky Occupational Skill Standards 16) The impact/reflection and refinement (How the lesson or unit was received by students and how the teacher can make improvements in the presentation of the lesson.) 17) Accommodations for special populations <p>**Include documentation from all teachers in a multi-teacher program.</p>							
<p>SCORING GUIDE:</p> <p>4 Documentation of all four of the above.</p> <p>3 Documentation of three above.</p> <p>2 Documentation of two above.</p> <p>1 Documentation of one above.</p> <p>0 Documentation insufficient.</p>				<p>RESOURCES:</p> <p>Standard 2 A-C Example Documentation</p> <p>Standard 2 D Example Documentation</p> <p>Standard 2 Blank Documents - Word Technical Writing Guidelines</p> <p>KOSSA Released Items</p> <p>Open Response Question</p> <p>Curriculum Maps</p>			

2D.

- KTIP is the recommended unit/lesson plan format.
- [Kentucky Tech Lesson Plans](#)

ACADEMIC PERFORMANCE		STUDENT ACHIEVEMENT	4	3	2	1	0		
3.	Student achievement increased as measured by the Kentucky state assessment system, the ACT or WorkKeys, the KOSSA (Kentucky Occupational Skill Standards Assessment) and certificate completion.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>***DOCUMENTATION: (Consult the "Printing TEDS Reports" document on the program assessment website.)</p> <p>1) (Will be revised to reflect changes needed to align with the new Kentucky assessment system.) Based on the Kentucky state assessment system, WorkKeys or ACT scores, a higher percent (or maintenance of at least 90 percent) of preparatory, senior students in the program are progressing over a two-year period in the following area:</p> <ul style="list-style-type: none"> • Kentucky State Assessment System – Students progressing toward proficient/distinguished status in: <ul style="list-style-type: none"> A. K-Prep English II End-of-Course Assessment B. K-Prep Biology End-of-Course Assessment C. K-Prep Algebra II End-of-Course Assessment <li style="text-align: center;">OR • ACT – Students progressing toward college admission without remediation in: <ul style="list-style-type: none"> A. Reading (20) B. English (18) C. Math (19) <li style="text-align: center;">OR • Silver or higher National Career Readiness Certificate (NCRC). (Silver or higher NCRC indicates the student has passed all three of the following WorkKeys assessments at a minimum silver level.) <ul style="list-style-type: none"> A. Applied Math B. Locating Information C. Reading for Information <p>2) Reports for at least the past two years indicate an improvement on:</p> <ul style="list-style-type: none"> D. Industry Certificates awarded to meet the Career Readiness accountability measures. E. KOSSA. F. The percentage or number of students receiving program certificates - O*NET, industry, Certificates of Achievement and/or Career Major Certificates. (Attendance, student of the month, high school diploma and KOSSA are not included.) <p>***Principal or his/her designee is responsible for documentation. This evidence should be included in the individual program or school documentation.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 60%; vertical-align: top;"> <p>SCORING GUIDE:</p> <p>4 Documentation of four of six of A-F above.</p> <p>3 Documentation of three of A-F.</p> <p>2 Documentation of two of A-F above.</p> <p>1 Documentation of one of A-F above.</p> <p>0 Documentation insufficient.</p> </td> <td style="width: 40%; vertical-align: top;"> <p>RESOURCES:</p> <p>Standard 3 Example Documentation</p> <p>KOSSA Released Items</p> <p>State KOSSA Average</p> </td> </tr> </table>								<p>SCORING GUIDE:</p> <p>4 Documentation of four of six of A-F above.</p> <p>3 Documentation of three of A-F.</p> <p>2 Documentation of two of A-F above.</p> <p>1 Documentation of one of A-F above.</p> <p>0 Documentation insufficient.</p>	<p>RESOURCES:</p> <p>Standard 3 Example Documentation</p> <p>KOSSA Released Items</p> <p>State KOSSA Average</p>
<p>SCORING GUIDE:</p> <p>4 Documentation of four of six of A-F above.</p> <p>3 Documentation of three of A-F.</p> <p>2 Documentation of two of A-F above.</p> <p>1 Documentation of one of A-F above.</p> <p>0 Documentation insufficient.</p>	<p>RESOURCES:</p> <p>Standard 3 Example Documentation</p> <p>KOSSA Released Items</p> <p>State KOSSA Average</p>								

3A-C. State or ACT Assessment

- Refer to the "Printing TEDS Reports" document on the program assessment website.
- TEDS report is used to document WorkKeys certificates.

3E. KOSSA or Industry Exam

- All preparatory seniors in a program area must take the KOSSA or an industry exam. Sophomore and junior preparatory students may take the test as requested.
- KOSSA scores will be documented by TEDS Skills Standards Test Result Report by program. Perkins 2S1 report may be used when industry exams are given. Either option will require reports for two years.
- The standard will be met with one of the following indicators: (1) at least a 5% passage rate above the state average for the program is maintained or (2) the passage rate increases.

3F. Program Certificates

- Print the TEDS Program Assessment Credentials Report for the two prior school years.
- A certificate of achievement requires four credits within the same program or career major area.
- A career major certificate requires (1) high school graduation, (2) four career-related credits, (3) work-based learning experience related to the career major and (4) a culminating project related to the career major.
- The standard will be met with one of the following indicators: (1) at least a 90% certificate completion rate based on TEDS enrollment, (2) the certificate completion rate increases or (3) the number of students receiving certificates increases.

ACADEMIC PERFORMANCE		STUDENT RECOGNITION		4	3	2	1	0
4.	There is evidence that student achievement is highly valued and publicly celebrated. According to KDE's Standards and Indicators for School Improvement (SIS), research shows that student achievement is higher in schools/programs where students are recognized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>DOCUMENTATION: (Must be different than documentation used in Standards 9, 10 and 11.)</p> <p>A. <i>*Students' accomplishments are displayed in the classroom/lab.</i></p> <p>B. <i>*Students' accomplishments are displayed and/or recognized at the school or feeder school(s).</i></p> <p>C. Students in the technical program are recognized during assemblies and awards programs (Must be different than 4B).</p> <p>D. Business and industry recognizes students in the technical program. (Ex: letters of awards scholarships, pictures, etc.)</p> <p>E. Educational entities (KCTCS, Nashville Auto Diesel, etc)</p> <p>F. Feeder High Schools</p> <p>G. Feeder District recognizes students in the technical program. (Board of Education, central office, etc.)</p> <p>H. Other.</p> <p><i>*No documentation is needed; the team will assess by observation.</i></p> <p>SCORING GUIDE:</p> <p>4 Documentation includes at least one activity from four different categories above.</p> <p>3 Documentation includes at least one activity from three different categories above.</p> <p>2 Documentation includes at least one activity from two different categories above.</p> <p>1 Documentation of at least one activity from one of the categories above.</p> <p>0 Documentation insufficient.</p> <p>RESOURCES:</p> <p>Standard 4 Example Documentation</p>								

4.

- All documentation should:
 - Include reference to the program, students and/or teacher.
 - Be dated.
 - Include a brief description.
- Examples of ways to document evidence include:
 - Letter
 - Email
 - Memo
 - Newsletter
 - Dated picture with a description
 - Brochure

ACADEMIC PERFORMANCE		CAREER PLANNING/POSTSECONDARY LINKS	4	3	2	1	0
5.	There are program specific links to postsecondary education, and career planning is available to assist students in making career decisions.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>DOCUMENTATION:</p> <p>A. Student progression through the program career pathway toward an industry certificate is documented. (Document with two sample preparatory student Infinite Campus transcripts, indicating KY Tech courses or state-or nationally-recognized industry-based courses has been passed and aligned with the career pathway.)</p> <p>B. The program career pathway(s) identifying industry certification and the postsecondary component are included in information provided to students for scheduling of classes and Individual Learning Plan (ILP) development.</p> <p>C. Program career pathway(s) and student progression in technical courses are shared with high school guidance department for scheduling and the ILP process.</p> <p>D. A current state-wide, signed and dated articulation, dual enrollment, and/or transfer agreement(s) with postsecondary institutions, such as community/technical colleges; colleges and universities; technical schools; labor apprenticeships and proprietary schools is current.</p> <p>E. The agreement between the secondary school and postsecondary school in 5D includes the program courses OR a document is available that identifies the courses for which secondary students have an opportunity to receive or have received postsecondary credit.</p> <p>SCORING GUIDE:</p> <p>4 Documentation of two of A through C and D and E from two different institutions.</p> <p>3 Documentation of two of A through C and D and E from one institution.</p> <p>2 Documentation of three of the above.</p> <p>1 Documentation of two of the above.</p> <p>0 Documentation insufficient.</p> <p>*KCTCS is considered one institution.</p> <p>RESOURCES:</p> <p>Standard 5 Example Documentation Career Pathway Form - Excel</p> <p>Career Pathway Form - Word</p>							

5A. Use website transcript or other document that indicates progression through a student career pathway with industry certificate identified.

5B. Provide documents distributed for registration and ILP development.

5C. Document by email, meeting agenda and/or meeting minutes with counselor.

- 5D.**
- Consult with the postsecondary program partner to align all syllabi will strengthen dual credit and articulation options.
 - A current state-wide articulation agreement with KCTCS may document one institution in 5B.

- 5E.** Document with:
- Roster of students who have received postsecondary credit, OR
 - Roster of students enrolled in a dual credit course at a postsecondary institution OR
 - List of courses available for dual/articulation credit signed by the secondary and postsecondary partners.

ACADEMIC PERFORMANCE		PERKINS PERFORMANCE MEASURES			4	3	2	1	0
6.	Documentation exists to indicate the degree to which the program meets Perkins performance measures required by CTE regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>***DOCUMENTATION: (May be revised to reflect changes in Perkins performance measures.)</p> <p>The following indicators meet the established Perkins Performance measures for the past school year:</p> <p>A. <u>1S1 – Academic Attainment (Reading - Federal)</u>. The percentage of senior concentrators who have met the proficient or advanced level on the statewide high school reading/language arts assessment.</p> <p>B. <u>1S2 – Academic Attainment (Mathematics - Federal)</u>. The percentage of senior concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment.</p> <p>C. <u>2S1 – Technical Attainment</u>. The percentage of senior concentrators who passed the technical assessment tests (or other comparable test) and left secondary education in the reporting year.</p> <p>D. <u>3S1 – Secondary School Completion</u>. The percentage of senior concentrators who received a high school diploma, a general education development credential or other state recognized equivalent.</p> <p>E. <u>4S1 – Graduation Rates</u>. Graduation rates as defined by NCLB.</p> <p>F. <u>5S1 – Placement</u>. Placement rate for the high school and program completers. (Successful transitions include continuing education, military, employed out of the field and/or employed in the field.)</p> <p>G. <u>6S1 - Nontraditional Participation</u>. Participation of preparatory nontraditional students in the program.</p> <p>H. <u>6S2 - Nontraditional Completion</u>. Completion rate (includes high school graduation) of the program by nontraditional students.</p> <p>***Principal or his/her designee is responsible for documentation. This evidence should be included in the individual program or school documentation.</p> <p>SCORING GUIDE:</p> <p>4 Documentation of five of eight of the above.</p> <p>3 Documentation of at least four of the above.</p> <p>2 Documentation of at least three of the above.</p> <p>1 Documentation of at least two of the above</p> <p>0 Documentation insufficient.</p> <p>RESOURCES: Standard 6 Example Documentation</p>									

- 6.**
- The program becomes accountable for a student when the student enrolls in the third credit of a sequence of courses on a career pathway in the same program.
 - A completer is a student who completes four credits in the same program and graduates from high school.
 - Perkins performance indicators are available at <http://www.kytech.ky.gov/FederalProgramsPerkinsIVPerformanceMeasures.doc>.
 - A list of programs leading to nontraditional employment is available at <http://www.kytech.ky.gov/FederalPerkinsCrosswalkTablNontrad-Cluster-Pathway-STEMrOccupations.xls>.
 - Definitions for TEDS are available at <http://kytech.ky.gov/federaltedsdefinitions.doc>.
 - See [Program Assessment Instructions for Printing Reports](#) for detailed instructions on printing reports.

LEARNING ENVIRONMENT	PROGRAM AREA SAFETY	4	3	2	1	0		
7.	The learning environment is safe, orderly, and effective for students and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>DOCUMENTATION:</p> <p>A. <i>*The program classroom(s) and lab(s) are clean and orderly.</i></p> <p>B. An annual safety inspection is conducted. KY Tech schools should use the Education Cabinet Safety Inspection Report provided by the state inspector; KDE schools should use the <u>form on the website</u>.</p> <p>C. Recommendations from the most recent annual safety inspection in 7B have been implemented. (May be documented in 7B.)</p> <p>D. Typed accident reports are on file <u>by program</u> to include steps that should be taken to prevent this type of accident in the future. (If no accidents have occurred in the program during the current assessment evaluation period, write "None" and a date on a blank form to include in the documentation.)</p> <p><i>*No documentation is needed; the team will assess by observation.</i></p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p>SCORING GUIDE:</p> <p>4 Documentation of all of the above.</p> <p>3 Documentation of three of the above.</p> <p>2 Documentation of two of the above.</p> <p>1 Documentation of one of the above.</p> <p>0 Documentation insufficient.</p> </td> <td style="vertical-align: top;"> <p>RESOURCES:</p> <p>Standard 7 Example Documentation</p> <p>KDE Safety Inspection Report</p> <p>OCTE Accident Report</p> </td> </tr> </table>							<p>SCORING GUIDE:</p> <p>4 Documentation of all of the above.</p> <p>3 Documentation of three of the above.</p> <p>2 Documentation of two of the above.</p> <p>1 Documentation of one of the above.</p> <p>0 Documentation insufficient.</p>	<p>RESOURCES:</p> <p>Standard 7 Example Documentation</p> <p>KDE Safety Inspection Report</p> <p>OCTE Accident Report</p>
<p>SCORING GUIDE:</p> <p>4 Documentation of all of the above.</p> <p>3 Documentation of three of the above.</p> <p>2 Documentation of two of the above.</p> <p>1 Documentation of one of the above.</p> <p>0 Documentation insufficient.</p>	<p>RESOURCES:</p> <p>Standard 7 Example Documentation</p> <p>KDE Safety Inspection Report</p> <p>OCTE Accident Report</p>							

Items to be included in a first aid kit:

- Gauze
- Bandages
- Large and small adhesive strips
- Disinfectant wipes
- Latex gloves
- Other sterile materials required to stop bleeding and cover wounded areas

LEARNING ENVIRONMENT	STUDENT SAFETY	4	3	2	1	0
8.	Students observe and demonstrate safe practices within the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>DOCUMENTATION:</p> <p>A. <i>*Teachers and students comply with personal and environmental safety practices associated with clothing, eye protection, hand tool and power equipment.</i></p> <p>B. <i>**Safety tests are available with the following criteria:</i></p> <ul style="list-style-type: none"> • Dated • Two different tests for two different students per test - graded for a total of four students • Grade of 100% on all four tests <p>C. Students conduct monthly safety inspections for lab with classroom or classroom only. The teacher and students sign and date the safety inspection form. (Include inspections for at least the last two months.)</p> <p>D. Recommendations from student monthly safety inspections have been implemented. (May be documented in 8C.)</p> <p>E. <i>*Written policies regarding safety/lab operations are posted.</i></p> <p>F. <i>*Current safety posters are posted.</i></p> <p>G. <i>*Visual warnings are posted.</i></p> <p>H. <i>**The student and parent/guardian sign written policies regarding program-related general safety/lab operations. (Include at least two dated samples. Documentation must be more than a statement indicating student will comply with all safety rules)</i></p> <p><i>*No documentation is needed; the team will assess by observation.</i></p> <p><i>**Include documentation from all teachers in the program.</i></p>						
<p>SCORING GUIDE:</p> <p>4 Documentation of all eight of the above.</p> <p>3 Documentation of seven of the above.</p> <p>2 Documentation of six the above.</p> <p>1 Documentation of five of the above.</p> <p>0 Documentation insufficient.</p>			<p>RESOURCES:</p> <p>Standard 8 Example Documentation</p> <p>Monthly Classroom Safety Inspection Checklist</p> <p>Monthly Lab Safety Inspection Checklist</p> <p>Eye Wash Log</p>			

8. The program assessment team will check, but not limited to, the following:

- Students and teacher(s) wearing appropriate eye protection
- Students and teacher(s) wearing appropriate clothing
- Fire extinguishers(s) dated and charged
- Emergency plans posted in labs and classrooms
- Equipment guards, bolted to the floor, and other safety precautions
- Visible MSDS
- Working eye wash and shower stations
- Eye-wash log
- Visible first-aid kit
- Fire blanket
- Safe and approved electrical cords
- Ground fault outlets at water fountain
- Overhead storage with rails
- Safety posters
- Visual warnings
- Posted written policies
- Other items as appropriate

LEARNING ENVIRONMENT	STUDENT ORGANIZATION	4	3	2	1	0
9.	A nationally-recognized student organization and employability and leadership activities are integrated into the instructional program as required by Perkins and career and technical education regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>DOCUMENTATION:</p> <p>A. At least one student was involved in career and technical education technical skills competition at the regional or state level.</p> <p>B. At least one student was involved in career and technical education leadership competition at the regional or state level.</p> <p>C. The number of students involved in leadership/employability development has increased or maintained 90 percent of total student program enrollment. (Workplace Principles course, PDP, Student Organization Leadership Day, participation in National Recognition Program, leadership development conference, or at least a two-day lesson plan on leadership).</p> <p>D. Minutes of meetings of a nationally recognized student organization are available. (For two meetings include date, time, members present, discussions, decisions, plans and other appropriate information in the minutes.)</p> <p>E. A program of work for a nationally recognized student organization is available. (Include plans for social activities, public relations, ways and means, community involvement, leadership development and technical and leadership skills competition; see sample.)</p> <p>F. The number or percentage of paid nationally-recognized student memberships in a student organization recognized by Perkins (DECA, FBLA, FCCLA, FFA, HOSA, SkillsUSA and TSA) has increased or maintained a 75 percent membership rate based on total student program enrollment.</p> <p>G. Student organization involvement in community or school-related activities exists. (Must be different activity than those documented in Standards 4, 10, and 11.)</p> <p>SCORING GUIDE:</p> <p>4 Documentation of C, E and F and two more of the above.</p> <p>3 Documentation four of the above.</p> <p>2 Documentation of three of the above.</p> <p>1 Documentation of two of the above.</p> <p>0 Documentation insufficient.</p> <p>RESOURCES:</p> <p>Standard 9 Example Documentation</p> <p>Blank Meeting Minute Form</p> <p>Example Program of Work</p>						

9

- Documentation must identify students and activities by program.

9A and B. Document by indicating (highlighting) names of students in the program by:

- A copy of a technical and leadership skills competition registration form, (Must use regional or state registration document) or
- Certificate(s) of Student Achievement in technical or leadership skills competition.

9C. Document by

- Registration forms for two years.
- Copies of page 6 of the dated, completed PDP workbook for students for two school years.
- If using the percentage option to document student involvement in leadership, also include the TEDS reports for total student enrollment for the program for the two school years for which you have documented leadership development.

9F.

- Document with registration sheets from the current and past years highlighting students in the program. (Two years of national registration required.)
- If this is to be documented by percentage of enrollment, reference the October 1 enrollments documented in 16E.

9G.

- Must indicate the program students are involved in the community service project.

LEARNING ENVIRONMENT	PUBLIC RELATIONS	4	3	2	1	0
10.	Classroom learning experiences are publicized and public relations are enhanced through community resources and other connecting activities. According to KDE's Standards and Indicators for School Improvement (SISI), research shows that student achievement is higher in schools/programs where communities are active partners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>DOCUMENTATION: (Must be different documentation than used in Standards 4, 9 and 11.)</p> <p>A. Live work completed in the program lab/classroom B. Live work completed off-site under the supervision of the program teacher C. Newspaper articles D. High school publications E. Serving on program related committees and/or advisory boards F. Feeder district publications G. High school course descriptions book H. Teacher presentation at career fairs and/or civic meetings I. Presentations at conferences J. Community service projects other than student organization projects in 9G related to program area K. Teacher, program, and/or student(s) identified in business/industry/educational publications L. Web page for the program M. TV/radio spots N. Open house O. Orientation P. Summer camp Q. Student/parent/counselor/teacher/community tours R. Other</p> <p>SCORING GUIDE:</p> <p>4 Documentation includes at least one activity from six different categories above. 3 Documentation includes at least one activity from five different categories above. 2 Documentation includes at least one activity from four different categories above. 1 Documentation includes at least one activity from three different categories above. 0 Documentation insufficient.</p> <p>RESOURCES: Example Documentation - Standard 10 Live Work Log Live Work Order Forms Live Work Instructions</p>						

10.

- A document may only be used in one category.
- All documentation must include the date of the activity and identify the program, the teacher and/or program students.
- Public Relations:
 - Increase visibility of the program.
 - Aid in work-based learning opportunities.
 - Increase donations to the program.
 - Alert parents and students to the possibilities of the program.
 - Are an avenue to increase enrollment.
 - Increase placement of graduating students.

LEARNING ENVIRONMENT		FAMILIES AND COMMUNITY CONTRIBUTIONS	4	3	2	1	0
11.	Families and the community are active partners and contribute to the educational process, promote programs and provide services for all students. According to KDE's Standards and Indicators for School Improvement (SISI), research shows that student achievement is higher in schools/programs where families and communities are active partners.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>DOCUMENTATION: (These activities document how families and the community contribute to the program and must be different documentation than used in Standards 4, 9 and 10.)</p> <p>A. Community contributions:</p> <ol style="list-style-type: none"> 1. Donation to the program (In-kind and/or monetary) 2. Community member judging and/or chairing a student organization event 3. Grant 4. Scholarship 5. Guest speaker 6. Field trip 7. Chaperone 8. Mentor 9. Work-based learning coordinator 10. Other <p>B. Parental involvement:</p> <ol style="list-style-type: none"> 1. Parent/teacher conferences 2. Parent/teacher communications (e-mails, written notes, and phone calls) 3. Advisory committee member 4. Mentor 5. Guest speaker 6. Chaperone 7. Use of Parent Portal in Infinite Campus 8. Other <p>SCORING GUIDE:</p> <p>4 Documentation of at least six activities, with at least three from different areas of A and three from different areas of B.</p> <p>3 Documentation of at least five activities, with at least two from different areas of A and two from different areas of B.</p> <p>2 Documentation of at least four activities from above.</p> <p>1 Documentation of at least three activities from above.</p> <p>0 Documentation insufficient.</p> <p>RESOURCES:</p> <p>Example Documentation - Standard 11</p>							

11.

- All documentation must be dated and identify the program, the teacher and/or program students.
- All activities must relate to how families and the community support and/or contribute to the program - not what the program contributes to the community.

11B. Documents parental involvement.

- Example Documentation: Email communication with parents, sign-in sheets from open house/parent-teacher conferences, pictures of parent guest speakers, list of advisory committee members where a parent is identified or a letter thanking a parent for chaperoning a field trip.

LEARNING ENVIRONMENT		ADVISORY COMMITTEE	4	3	2	1	0
12.	There is an active and involved program advisory committee that provides input to assist with work-based learning, curriculum and planning to enhance student opportunities as required by CTE regulations.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOCUMENTATION:							
<p>A. Two formal program (not cluster) advisory meetings per school year with</p> <ol style="list-style-type: none"> 1) Agenda 2) Minutes 3) Three business and industry members present <p>B. Continuous program improvement is documented in all advisory committee minutes indicating involvement in the development of the program improvement plan and implementation and impact checklists.</p> <p>C. Standard 12A3 and one additional member present. (Program teacher(s) are in addition to the four required members.)</p> <p>D. Recommendations for program improvement from the two meetings in Standard 12A are documented by highlighting the recommendations in the minutes of the meetings.</p> <p>E. Log of phone calls, emails, letters and/or visits to advisory committee members in a professional setting.</p> <p>F. Current List of committees, consisting of at least seven members and their titles. Potential members include employers, community agencies and/or certifying agencies, representatives from the school district(s) served, parents, postsecondary partners, current students and former students employed in the field.</p>							
SCORING GUIDE:				RESOURCES:			
4 Documentation of all of the above.				Example Documentation - Standard 12			
3 Documentation of A and B and Three of C-F.				Standard 12 Blank Documents - Word			
2 Documentation of A and B and Two of C-F.				Advisory Committee Overview			
1 Documentation of A and B and One of C-F.							
0 Documentation insufficient.							

12.

- Include development of the program improvement plan on the agenda.
- A formal meeting requires a well-planned agenda, a review of the lab and classroom areas, detailed minutes and all committee members coming together and making recommendations as a group.
- The meetings must be formal for each individual program. Each program needs a separate committee.
- Phone calls and visits to advisory committee members are documented in 12D but do not meet the program assessment guidelines for formal meetings in 12A-B.
- Review the purpose and suggestions for conducting [advisory committee meetings](#).

LEARNING ENVIRONMENT		INDUSTRY ACCREDITATION	4	3	2	1	0	N A
13.	The program and teacher meet national industry standards and are accredited through a recognized accreditation process, where applicable, as required by the Office of Career and Technical Education regulations.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DOCUMENTATION: (See additional chart for required certifications for programs and teachers for state-operated programs on next page.)

**INDUSTRY ACCREDITATION CHART
For State- and Locally-Operated Programs**

Check if Documented		Program Certification Requirement Time frame Documentation	**Teacher Certification Requirement Time frame Documentation
Program Teacher			
		<p align="center"><u>Auto Technology</u></p> <p>NOTE: As of 11/30/12, Programs will no longer be able to Certify/Accredit under the 2008 Standards. Once a Program's Certification under the 2008 Standards expires, all applications for Re-Accreditation from 11/30/12 on must be done under the 2012 Standards.</p> <p><u>New Certification Requirements as of 11/30/12</u></p> <p>Minimum NATEF/ASE Program Accreditation in Maintenance and Light Repair required.</p> <p>NATEF/ASE Program Accreditation in Automobile Service Technology and Master Automobile Service Technology Optional, but not required. 5 years, Letter or Plaque.</p> <p><u>If Program is still Certified under the 2008 standards, the following requirements apply:</u> Minimum ASE in four areas: Brakes, Electronics, Engine Performance, and Suspension and Steering. Must also be certified in all other areas taught in the program. 5 years; Letter or plaque.</p>	<p align="center"><u>Auto Technology</u></p> <p><u>New Certification Requirements as of 11/30/12</u> Program Certified in Maintenance and Light Repair – ASE in four areas: Suspension and Steering (A4), Brakes (A5), Electrical/Electronic Systems (A6), Maintenance and Light Repair (G1).</p> <p>Program Certified in Automobile Service Technology – ASE Master Certification (Tests A1 Through A8) Plus Maintenance and Light Repair (G1).</p> <p>Program Certified in Master Automobile Service Technology – ASE Master Certification (Tests A1 through A8), Advanced Engine Performance (L1) and Maintenance and Light Repair (G1)</p> <p>NOTE: If Program is still Certified under the 2008 NATEF/ASE Standards, The Instructors Certification must be the same as the Programs Certification (Minimum ASE in four areas: Brakes, Electronics, Engine Performance, and Suspension and Steering, plus also be certified in all other areas taught in the program).</p> <p>Copy of current certificate.</p>
		<p align="center"><u>Auto Body</u></p> <p>ASE in one area: Painting and Refinishing. Must also be certified in all areas taught in the program. 5 years; Letter or plaque.</p>	<p align="center"><u>Auto Body</u></p> <p>Certification same as program. Copy of current certificate.</p>
		<p align="center"><u>CAD</u> N/A</p>	<p align="center"><u>CAD</u></p> <p>Must hold certification in one of the following: Autodesk Certified User Autodesk Inventor Autodesk Revit 5 Years; Certificate Teachers have till June 15, 2014 to receive certification. New teachers have one year to receive certification.</p>

		<p align="center"><u>Diesel Technology</u></p> <p>ASE in five areas: Brakes, Suspension and Steering, Electronics, Diesel Engine Repair and Preventive Maintenance. Must also be certified in all areas taught in the program. 5 years; Letter or plaque.</p>	<p align="center"><u>Diesel Technology</u></p> <p>Certification same as program. Copy of current certificate.</p>
		<p align="center"><u>Construction (Includes Building and Apartment Maintenance, Air Conditioning, Carpentry, Electricity, Industrial Maintenance, Masonry and Plumbing)</u></p> <p>NCCER by AGC or ABC. To maintain accreditation, complete Form 200 each year to document students' progress in NCCER.</p>	<p align="center"><u>Construction (Includes Building and Apartment Maintenance, Air Conditioning, Carpentry, Electricity, Industrial Maintenance, Masonry and Plumbing)</u></p> <p>NCCER by AGC or ABC. Copy of most recent certificate. To maintain certification, complete Form 200 each year to document students' progress in NCCER.</p>
		<p align="center"><u>Machine Tool</u></p> <p>National Institute for Metalworking Skills (NIMS). 5 years. Copy of Certificate.</p>	<p align="center"><u>Machine Tool</u></p> <p>National Institute for Metalworking Skills (NIMS). Does not expire. Copy of Certificate.</p>
		<p align="center"><u>Welding</u></p> <p>AWS – SENSE Does not expire. Copy of plaque.</p>	<p align="center"><u>Welding</u></p> <p><i>AWS – Certified Welder</i> Expires in 6 months. Copy of card and documentation of certification maintenance forms submitted every six months or <i>AWS – CWE (Certified Welding Educator)</i>. 4 years. Copy of current card or <i>AWS – CWI (Certified Welding Inspector)</i>. 3 years. Copy of current card.</p>

SCORING GUIDE:

- 4 Documentation indicates teacher and program are certified, where applicable.
- 3 Documentation indicates teacher or program is certified, where applicable.
- 2 Documentation indicates certification in progress at school level.
- 1 Documentation indicates certification was in place one year ago but has expired.
- 0 Documentation insufficient where certification is required.
- NA Does not apply where certification is not available.

RESOURCES:

[Example Documentation - Standard 13](#)

INDUSTRY ACCREDITATION CHART
Additional Requirements for only State-Operated Programs

<i>Check if Documented</i>	Program	Program Certification Requirements Time frame Documentation	**Teacher Certification Requirements Time frame Documentation
<i>Program Teacher</i>			
	Health Science – Pre-Nursing Health Science	NA	B.S. in Nursing. Registered Nurse. Registered Nurse. MNA Site Visit Evaluation.
	Business and Marketing	NA	MOS in 3 areas: PP, Word and Excel Must obtain within two years of hire date. Upgrade to new versions within 2 years. OR IC3 certification requires 3 tests: Living online Computer fundamentals Key applications
	Cosmetology	Kentucky State Board of Hairdressers and Cosmetologists Certificate (current).	Cosmetology Instructor Certificate.
	EMS/Fire Management	NA	Certified Firefighter and Fire Service Instructor, Level III, through the Kentucky Commission on Fire Protection Personnel Standards and Education. And Certified Emergency Medical Technician and Emergency Medical Services Instructor through the Kentucky Board of Emergency Medical Services.
	Graphics Communications	Print Ed. .	Adobe Certified Expert
	Information Technology	NA	See information technology checklist on the program assessment website.
	Metal Fabrication	NCCER by AGC or ABC. To maintain accreditation, complete Form 200 each year to document students' progress in NCCER.	NCCER by AGC or ABC. Copy of most recent certificate. To maintain certification, complete Form 200 each year to document students' progress in NCCER.
	Multimedia	NA	Adobe Certified Expert.
	Wood Manufacturing	Woodworkers Career Alliance.	Certification with Woodworkers Career Alliance.

LEARNING ENVIRONMENT		WORK-BASED LEARNING	4	3	2	1	0
14.	Students are involved in work-based learning (WBL) experiences related to their career objectives as required by CTE regulations.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Required forms with web links for the different types of WBL, required documentation and duration of the experience are listed below. Also, refer to notes below.

Type of WBL	Documentation of Prior Year Students (Grades 9-12) To ensure proper credit, use the forms on the program assessment website.	Minimum Duration
Clinical experience	A. MNA Site Visit Evaluation. B. Evaluation/observation of student performance by teacher. C. Evaluation of student performance by supervisor in health facility.	16 hours on site
Cooperative education	A. Agreement signed by stakeholders. B. Employer evaluations of student progress. C. Log of employer contact/observation by teacher/coordinator.	9 weeks
Entrepreneurial program	Typically found in an agriculture program. See website for required documentation.	9 weeks
Internship	Same as cooperative education.	9 weeks
Mentoring	Same as cooperative education.	5 days
School-based enterprise School bank, school store and building a house	A. Agreement with employer or sponsor. B. Evaluation of student performance. C. Class enrollment	9 weeks
Shadowing	Same as cooperative education.	5 days

SCORING GUIDE: Based on the TEDS report of unduplicated preparatory senior enrollment on October 1 of the prior school year, document the WBL experiences of students (Grades 9-12) during the same prior year.

4 Documentation of A-C for at least 25% of enrollment on TEDS report.
 3 Documentation of A-C for at least 20% of enrollment on TEDS report.
 2 Documentation of A-C for at least 15% of enrollment on TEDS report.
 1 Documentation of A-C for at least 10% of enrollment on TEDS report.
 0 Documentation insufficient.

RESOURCES:
[Standard 14 Example Documentation Work-Based Learning Guide Summary](#) (descriptions of the different WBL experiences)

14.

- Include the signature of the parent when the student leaves the main campus.
- An appropriate WBL agreement/plan includes, but is not limited to:
 - a. Signatures of appropriate stakeholders.
 - b. A worksite related to the student's program area.
 - c. Tasks performed/observed on the worksite within the scope of the program.
 - d. Student information, program and school information.
 - e. Wages and time frame.
- Provide a TEDS report of unduplicated preparatory senior enrollment on October 1 of the prior school year. Students must have WBL experience during the same year for which the enrollment is printed.
- Any type of WBL experience or combination of WBL experiences may be included in the documentation to achieve the required percentages of unduplicated preparatory senior WBL experiences.
- In calculating the percentage required in the scoring guide above, include all WBL experiences of any student (Grades 9-12) during the prior school year.
- A student may only be included one time.
- Include documentation of A, B and C for each individual student in one folder. Folders are labeled Student 1, Student 2, etc.

LEARNING ENVIRONMENT		PROFESSIONAL GROWTH	4	3	2	1	0
15.	Professional growth plans are developed to support and assist the teacher in updating technical and professional skills to improve instruction as required by the Kentucky Department of Education regulations.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>** and ***DOCUMENTATION:</p> <p>A. At least 25 hours for KY Tech or 24 hours for locally-operated teacher of professional development, as required by Section 8 of 780 KAR 3:140, are documented for the <u>previous</u> school year. The professional growth plan for the <u>current</u> year is signed by the teacher and supervisor and:</p> <p>B. Includes teacher professional development in instructional activities, such as training provided by feeder schools, KDE, OCTE and universities. (Possible topics include: skill standards, program assessment, classroom management, recordkeeping, suicide prevention training, CCR, workplace violence, blood-borne pathogens and others not included in the technical area.)</p> <p>C. Includes teacher technical development activities such as staff exchange, technical conferences, membership in a program-related professional organization, technical update seminars, industry certification training and other program-related technical training documented with certificates, transcripts, internship and/or grade reports.</p> <p>D. Aligns with the program improvement plan in Standard 16. (Include the pages from the program improvement plan in Standard 16A and highlight the areas that show the alignment between the professional growth plan and the program improvement plan.)</p> <p>**Include documentation for all teachers in the program.</p> <p>***Principal or his/her designee can document. This evidence should be included in the individual program or school documentation.</p>							
<p>SCORING GUIDE:</p> <p>4 Documentation of all four of the above.</p> <p>3 Documentation of three of the above.</p> <p>2 Documentation of two of the above.</p> <p>1 Documentation of one of the above.</p> <p>0 Documentation insufficient.</p>				<p>RESOURCES:</p> <p>Example Documentation - Standard 15</p> <p>Blank Professional Growth Plan</p>			

15A

- PD completed during the past school year (July through June - not a calendar year).
- Do not include certificates.
- The form must be signed by the teacher and supervisor.

15B-C

- If program or teacher is not industry certified, PGP and PIP indicate plan for certification.
- PD plan for the current school year.
- Include only one copy of the plan and indicate where B-D are included.
- The form must be signed by the teacher and supervisor.
- See sample documentation.

EFFICIENCY		PROGRAM IMPROVEMENT PLAN	4	3	2	1	0		
16.	Administration and staff monitor progress in order to sustain continuous program improvement as required by Office of Career and Technical Education regulations.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>DOCUMENTATION: Include appropriate data in folders and address the data as needed in the program improvement plan. Marginal credit is given for the data; full credit for data and inclusion in PIP as appropriate.</p> <p>A. A program improvement plan (PIP), using the website form, has been developed specific to the program for the current biennium. (Only include the PIP in folder A.)</p> <ol style="list-style-type: none"> Signed by the program advisory committee PIP incorporates measurable goals PIP activities section includes how activity is intended to improve instruction. <p>B. <i>*PIP incorporates information gathered in Standards 3, 6 and 12C. (State Accountability Testing, KOSSA, Perkins, ACT, CCR and advisory committee recommendations.)</i></p> <p>C. PIP utilizes student course evaluations. (Include two sample course evaluations from each course taught during the past school year.)</p> <p>D. PIP addresses program assessment scores. (Include program assessment scores from the most current self-assessment and team visit.)</p> <p>E. PIP addresses the October 1 student/teacher ratio at or below 12 .5, when applicable. (Include October 1 enrollments for the current school year and for the school year that was used to develop the PIP.)</p> <p>F. PIP includes applicable goals from the school continuous improvement plan. KY Tech programs include applicable goals from the area technology center's school improvement plan. Locally-controlled programs will use the continuous improvement plans from their high school(s) or CTE center. (Highlight school goals in the school plan that are included in the PIP.)</p> <p>G. PIP is aligned with the current biennium projected program budget. (Extend all items that have a monetary value in the PIP to a line-item in the budget.)</p> <p>H. An Implementation and Impact Checklist is completed and is aligned with the PIP; reviewed and signed on a semi-annual basis by advisory committee and <i>must demonstrate continuous improvement</i>. (Include the two most current IIC forms; if an IIC is developed from a former PIP, please include the former PIP.)</p> <p>I. Written narrative indicating how scores below a four and written comments were addressed from the last team visit to improve the program.</p> <p>*No data needed in folder; data is in Standards 3, 6 and 12C.</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p>SCORING GUIDE:</p> <p>4 Documentation of all of the above.</p> <p>3 Documentation of A and seven of B-I.</p> <p>2 Documentation of A and six of B-I.</p> <p>1 Documentation of A and five of B-I.</p> <p>0 Documentation insufficient.</p> </td> <td style="vertical-align: top;"> <p>RESOURCES:</p> <p>Example Documentation - Standard 16</p> <p>Blank Student Evaluation Form</p> <p>Blank Budget Form</p> <p>Blank Program Improvement Plan</p> <p>Blank IIC Form</p> </td> </tr> </table>								<p>SCORING GUIDE:</p> <p>4 Documentation of all of the above.</p> <p>3 Documentation of A and seven of B-I.</p> <p>2 Documentation of A and six of B-I.</p> <p>1 Documentation of A and five of B-I.</p> <p>0 Documentation insufficient.</p>	<p>RESOURCES:</p> <p>Example Documentation - Standard 16</p> <p>Blank Student Evaluation Form</p> <p>Blank Budget Form</p> <p>Blank Program Improvement Plan</p> <p>Blank IIC Form</p>
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16

- The program improvement plan should be on the program advisory committee agenda in Standard 12.
- Most KDE continuous improvement plans may be viewed from the [KDE website](#).
- The PIP process should:
 - Begin with the previous biennium (when available) PIP
 - Develop the IIC with the advisory committee on a semi-annual basis
 - Develop Program Improvement Plan that addresses appropriate items. For example, if student enrollment is low, develop strategies to increase enrollment. If student enrollment is high, include only data and do not include activities to increase enrollment in the PIP.
 - Indicate on PGP and PIP plan for certification if program or teacher is not industry certified.
 - Indicate in PIP how to improve advisory committee if attendance is low. State-operated programs should include printed reports from the Kentucky Tech Enrollment Website.
 - Project biennium program budget using website Excel spreadsheet - **not** a list of only beginning balance, expenses and current balance.
 - Address offering dual credit if not available to students.

EFFICIENCY		TECHNOLOGY	4	3	2	1	0
17.	Technology is incorporated into program instruction as required by the New Teacher Standards.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>DOCUMENTATION:</p> <p>A. Distance learning activities (i.e., KET, KTLN, QUIA, and ITV).</p> <p>B. Advanced instructional computer peripherals (i.e., Smart Board, Desktop projector, CPS, School Pad, Digital equipment).</p> <p>C. Program-based software (i.e., Aldata, CAD, Mitchell-on-Demand, HOSA Affiliation System).</p> <p>D. Program-related, technologically-advanced equipment (i.e., CNC, automotive-related, wood technology-related, electronic CPR equipment, manikins with strips (EKG), AED equipment).</p> <p>E. Word processing software used for student writing assignments (i.e., portfolio, open-ended responses).</p> <p>F. PowerPoint presentations produced by students as an assignment.</p> <p>G. PowerPoint presentations produced by teacher or purchased from vendor used for delivery of instruction.</p> <p>H. Web page to communicate program information to include instruction.</p> <p>I. Web-enhanced instruction (i.e., Blackboard).</p> <p>J. Internet research by student.</p> <p>K. Spreadsheets produced by students as an assignment.</p> <p>L. Other (specify).</p> <p>SCORING GUIDE:</p> <p>4 Documentation of activities from at least six of twelve different areas of A-L.</p> <p>3 Documentation of activities from at least five different areas of A-L.</p> <p>2 Documentation of activities from at least four different areas of A-L.</p> <p>1 Documentation of activities from at least three different areas of A-L.</p> <p>0 Documentation insufficient.</p> <p>RESOURCES:</p> <p>Standard 17 Example Documentation</p>							

Document by:

- Items identified on program inventory.
- Copies of manuals.
- Pictures with a brief description.
- Lesson plans.
- Brief description of activity.

Office of Career and Technical Education **Program Self-Assessment Rating Summary Sheet**

Program Teacher:

- Use the form below to record the program ratings.
- Using the program documentation and criteria given in each standard, circle the rating below for each standard according to the directions on page 4 of the program assessment document.
- Make comments, when applicable, in the appropriate column(s).
- Give a completed, **signed** copy of the rating sheet to the principal for review.

Principal:

- Review the program documentation for each of the program assessment 17 standards.
- Change ratings sheet score(s) for standards when appropriate.
- Inform teachers of any changes made in the scores.
- Make comments when applicable in the appropriate column(s).
- Submit the ratings to the Frankfort staff according to the instructions on page 4.

School:			
Program:		Teacher(s):	

Standard	Rating	Comments
1	4 3 2 1 0	
2	4 3 2 1 0	
3	4 3 2 1 0	
4	4 3 2 1 0	
5	4 3 2 1 0	
6	4 3 2 1 0	
7	4 3 2 1 0	
8	4 3 2 1 0	
9	4 3 2 1 0	
10	4 3 2 1 0	
11	4 3 2 1 0	
12	4 3 2 1 0	
13	4 3 2 1 0 NA	
14	4 3 2 1 0	
15	4 3 2 1 0	
16	4 3 2 1 0	
17	4 3 2 1 0	

Teacher's Signature

Date

Principal's Signature

Date