Learning that works for Washington

CTE™

Career and Technical Education
Program Evaluation

X   **HEALTH SCIENCE**   **BUSINESS & MARKETING**

      STEM SCIENCE   **SKILLED & TECHNICAL SCIENCE**

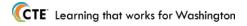   **FAMILY & CONSUMER SCIENCE**   **AGRICULTURAL EDUCATION SCIENCE**

This document was developed to assist in evaluating Career and Technical Education Programs throughout the district. Quality CTE programs are those which meet program criteria based on the quality indicators provided. The criteria is based on RCW 28A.700.010; Career and Technical Education Program Standards (Foundation; Exploratory; and Preparatory); Perkins Act of 2006 (Section 113 (2) (A); Section 134 (3) through (12); and Perkins Assurances. The goal of the evaluation process is to assist in improving programs. Documentation for each standard must be available upon request. This document is to be used as the basis for the following processes:

1. **Annual CTE Program Evaluation**
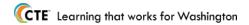2. **Five-Year Program Re-Approval**

The review will determine ratings for the following quality indicators. Programs will develop a plan to meet established Criteria and Quality Indicators including the specific issue to be addressed, action Item, target date for completion, and when action is completed.

Unsatisfactory/Missing:	Basic/Developing:	Proficient/Fully Implemented:	Distinguished/Best Practice:
- At least one indicator is not met or missing	-All indicators are met or present	-All indicators are met or present -Evidence that work is moving beyond compliance -Evidence that work is beginning to use best practice	-All indicators are met or present -Work is beyond compliance and has established systemwide acceptance -Work is using best practice

EDUCATOR LICENSING

CRITERIA 1:	
X	**All instructors are licensed and appropriately endorsed and current.**
QUALITY INDICATORS	

1.1 The instructor is licensed and appropriately endorsed to teach all corresponding courses / programs. Using the ratings below, determine the instructor endorsement status for each course / program taught.

		Comments
❏	The instructor holds a valid CTE teaching certificate for the content area in which he or she is assigned.	On file in CTE Office
❏	The instructor holds a current First Aid and CPR card.	On file in CTE Office
❏	The instructor is on track for renewal of certification.	On file in CTE Office
❏	The instructor has Certifications required by industry.	On file in CTE Office, as needed.
❏	The instructor, if on a probationary or conditional certificate, has an updated teacher PDP on file.	On file in CTE Office, as needed.
❏	Program Advisory board has approved instructor.	Included in 5-year program plan and GAC approves all hiring practices.
❏	The instructor has Work based learning endorsement, if required for CTE courses/programs teaching.	On file in CTE Office, as needed.

Unsatisfactory	Basic	Proficient	Distinguished	**Evidence/Artifact**
		XXX		Excel and hard copies in CTE Office. 3 Internal audits a year.

Additional Information and/or Comments:

By district practice, both Human Resources and the CTE Office monitors teacher certification. The CTE Office provides direct support and audits teacher's certifications and First Aid/CPR. Our Heath Sci teachers also, as needed, hold other certifications _____. We have rated ourselves as PROFICIENT, as we have instructors on Conditional Certifications, and any and all certifications needed/required are held by our instructors and the district supports all costs related to these.
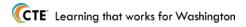
CURRICULUM, INSTRUCTION AND EVALUATION

CRITERIA 2

Curriculum, instruction, and evaluation are based on the state-approved standards and frameworks
The career education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership, and personal learning.

QUALITY INDICATORS

❏	2.1 Each course offered in the program is approved by the Office of Superintendent of Public Instruction (OSPI) and aligned with a current approved framework.
❏	2.2 Each course is aligned with CIP Code descriptions.
❏	2.3 Each course offered uses state approved standards, objectives, and competencies.
❏	2.4 Curriculum is based on occupational need and developed and maintained in consultation with program specific advisory committee. Labor market data is used to demonstrate occupational need
❏	2.5 Courses and programs relate to state or regional occupational opportunities and prepare students for postsecondary opportunities or entry into high skills, high wage jobs in current and emerging occupations.
❏	2.4 Program articulates with related post-secondary training, education programs and/or apprenticeships. Written agreements (dual enrollment, articulation, internships, etc) are developed, implemented and updated regularly allowing students to earn dual credit through CTE Dual Credit, AP, or other agreements or programs.
❏	2.5 Program prepares students for current and future workforce entry, state or nationally approved apprenticeship, or post secondary education in related field.
❏	2.7 The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
		XXX		5-year plans, Skills Gap Document, Advisory minutes, articulation agreements, and OSPI frameworks.

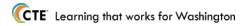Additional Information and/or Comments:

This is a growth program for us. Traditionally this program has had limited CTE Dual Credit with Highline College. This year we articulated A&P and Med Terms with PIMA Medical College, and will begin extensive articulations with Renton Technical College in 2020-21, and we will begin to draft articulations Bellevue College and others in the PNW CC.   We are part of a Career Launch Planning grant with multiple partners to begin paid internships with Providence. We already have established a general HB1599 2 CTE credit graduation pathway and creating a true POS, that allow students to personal their pathway. Once we have the Providence internship in place, we believe that approaches DISTINGUISHED.

ACADEMIC INTEGRATION

CRITERIA 3

The program teaches and assesses academic integration within the program.

QUALITY INDICATORS

❑	3.1 Each course integrates coherent and rigorous content aligned with challenging academic learning standards and relevant career and technical education program standards to ensure learning in: • Core academic subjects, and • Career and Technical Education subjects
❑	3.2 Demonstrate application of state and national core learning standards in context of preparing for living, learning, and working
❑	3.3 If an exploratory courses/programs, demonstrates foundational and career cluster specific skills required to meet current industry and nationally defined standards • Teach to current industry and nationally defined standards as evidenced in curriculum frameworks, endorsed by local program specific advisory committee and approved by OSPI program supervisor

❑	3.4 If preparatory courses/programs, demonstrates industry identified competencies while integrating state and national core standards comprised of sequenced progression of multiple courses technically more intensive and rigorous.
	• Current industry defined standards, evidenced in curriculum frameworks, endorsed by program specific advisory
	  o Level of competency defined by industry or national standards
	  o Absence of national standards locally developed industry-defined standards validated by program specific advisory
	  o Aligns with post secondary education allowing for articulation

❑	3.5 Attainment of Career and Technical Education skill proficiency including student achievement on technical assessments, aligned with industry-recognized standards.
❑	3.6 Adopted Course Equivalency Policy and Procedure is used for developing and adopting local equivalencies.
❑	3.7 Course is aligned to meet equivalency credit in an academic program if applicable.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
		XXX		Course Frameworks, 5-year plans, Skills Gap Document, Advisory minutes, articulation agreements, and IRCs.

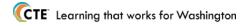| Additional Information and/or Comments:

All indicators met as most covered in approved course frameworks – note that our A&P class is cross-credited for CTE and Science, and counts as a lab science, And as stated, this course is dual-credit with PIMA Medical school, and will be to RTC starting in 2020-21. There is also extensive IRCs available to students in this pathway. |
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STUDENT ACCESS TO PROGRAM

CRITERIA 4
Equal access is provided to all students, including non-traditional and special populations.

QUALITY INDICATORS	
❑	4.1 Instructional program encourages the elimination of gender bias and stereotyping. • How do you recruit special population students into your CTE program? • Do your CTE program promotional materials seek to be representative of gender, race, color, national origin or disabilities?
❑	4.2 Instruction programs are designed to enable special populations to meet the Perkins local adjusted levels of performance • Provide activities to prepare special populations for high skill, high wage, high demand jobs leading to self-sufficiency.
❑	4.3 Educational environment honors diversity and respect of each individual. • What is done to increase enrollment of special population students, especially male/female enrollments in programs considered nontraditional for their gender? • Are there opportunities for nontraditional and special populations to receive training?
❑	4.4 Fair and impartial practices are incorporated into the classroom to facilitate the academic achievement of all students. • What do promotion or recruitment activities do to encourage students to enroll in nontraditional programs and to encourage students of color, national origin and disabilities to seek out and enroll in these CTE programs? • Is there an equal access to CTE programs provide to meet needs of all students in nontraditional and technology occupations regardless of gender?
❑	4.5 Fair and impartial assessment practices are incorporated into the classroom. • What instructional, evaluation and/or testing accommodations do you make for special population students?
❑	4.6 Non-discrimination strategies are in place to overcome barriers that result in lowering access to or lowering success for special populations in career and technical education courses/programs • Facility is free of barriers that would result in the denial of access to persons on the basis of race, color, national origin or handicap. • Plan is developed for removal of barriers which may exist which limit access by student with disabilities to any program, including Career and Technical Education programs • What is done to ensure that students with limited English proficiency are successful in your classes? • Are there any physical barriers that will limit the access of special population students in your classroom? • What physical accommodations would need to be made to ensure the accessibility of all students in this classroom?
❑	4.7 Entire curriculum is available to all students.

Unsatisfactory	Basic	Proficient	Distinguished	**Evidence/Artifact**
	XXX			School/district registration materials and websites. Teachers supported with ELL and SIOP trainings.

Additional Information and/or Comments:

All classes are promoted and scheduled by each secondary school, with support from CTE KEC. All students have equal access to CTE classes, classrooms and labs are ADA compliant from the district level - but building student and staff FTE impact local access.   Special emphasis has been placed on promotional posters and use of You-Tube videos to promote programs and highlight non-traditional students in these roles.   Base level/standardized registration
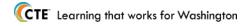
information is on the district website, in multiple languages. The CTE Director serves on the Special Education Advisory Board for input. Score is BASIC – each building develops their own registration system and builds their own master schedule, with CTE input. To improve score, more centralized registration promotion may be needed, as well as staffing pattern adjustments in smaller buildings.   Required signs are posted in each CTE learning space, in the district's major languages – delineating district contacts in regard to access to classes and programs. This information is also on our website.

ACCOUNTABILITY

CRITERIA 5
Process used to evaluate and continuously improve performance
QUALITY INDICATORS
❏	5.1 Data is used to analyze student progress.
❏	5.2 Data is used to show students are meeting Perkins district adjusted level of performance on core indicators (Language Arts/Reading, Math, Technical Skills assessments, Non-traditional participation and completion, Graduation Rates, and Postsecondary Education or Employment).
❏	5.3 Adjusted level of performance is identified for each core indicator of performance and a plan is developed to reach disaggregated data for each indicator of performance for categories of students in ESEA. (Race, Ethnicity, Gender [male and female], Special Ed/Disability status, Migrant, Limited English [English Proficiency], Low Income [Status as Economically disadvantaged], Non traditional) (Race is identified as American Indian/Alaskan Native; Asian; Native Hawaiian/Other Pacific Islander; Black/African American; Hispanic/Latino; Any other race; White; Two or more)
❏	5.4 Strategies have been identified to close the achievement gap. Identify and quantify disparities or gaps in performance between any such category of students and performance of all students
❏	5.5 Data from follow up surveys are used to improve courses/programs.

Unsatisfactory	Basic	Proficient	Distinguished	**Evidence/Artifact**
	XXX			Prior Perkins Indicators

Additional information, evidence, and/or Comments:

Through the final year of Perkin's IV data – the RSD met or exceeded all indicators, except for mathematics – and this is why we have scored BASIC. This was more of a function of the continual changes when and how students met standards – as the math assessment and grade level when it was taken changed. CTE added Financial Algebra and articulated it with Renton Technical College, and therefore added another support for students to meet the mathematics graduation requirement. Each school uses a student choice registration system - therefore student voice impacts course offerings. A new district wide survey was piloted this year. We believe that new Perkins V data pulls will show improvement in student outcomes across our system, and this will allow us to move beyond BASIC.
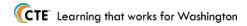
SAFE PRACTICES

CRITERIA 6
Safe practices are understood and implemented.
QUALITY INDICATORS

❏	6.1 State, Labor and Industry (L&I), and/or district health and safety policies and procedures are utilized.
❏	6.2 The program provides safe and appropriate environments that support Career and Technical Education Program Standards.
❏	6.3 The instructor has the appropriate state recognized training for the safe use and maintenance of the equipment.
❏	6.4 Conduct a safety evaluation of the program's facility and equipment on an annual basis. Facilities and equipment or exceed the related federal, state and county safety standards.
❏	6.5 Safety is integrated into the curriculum and is assessed.
❏	6.6 Where applicable, standard precautions as set forth by OSHA, L&I, and Risk Management are implemented.
❏	6.7 Where applicable, Material Safety Data Sheets (MSDS) are properly displayed and located for easy access for review.

Unsatisfactory	Basic	Proficient	Distinguished	**Evidence/Artifact**
		XXX		Safety letter, safety lessons and tests.

Additional Information and/or Comments:

Each teacher is supported to attend any and all safety trainings, and these trainings, along with our advisory process, have created a safety focused program. Each teacher holds a valid First Aid/CPR card and other certifications as needed. Each class, when appropriate, has introductory safety lessons and testing, prior to students using the technology of the class. Either RSD support staff or contracted vendors maintain our industrial equipment.

FACILITIES

CRITERIA 7
Classrooms, laboratories, and storage areas provide adequate, quality, and safe learning environments to meet program objectives.
QUALITY INDICATORS

❑	7.1 Facilities provided for the program are consistent with program standards and objectives. Lab and equipment are appropriate to support OSPI approved curriculum frameworks and industry training procedures
❑	7.2 Learning and training stations are of sufficient quantity to assure safe and appropriate supervision, delivery of instruction, and student skill development.
❑	7.3 Labs and equipment meet industry training standards and facility safety standards.
❑	7.4 Student workstations are adequate and appropriately equipped.
❑	7.5 Technology is incorporated into program of instruction. Up-to-date technology is used for instruction and evaluation/testing.
❑	7.6 There is a plan for technology upgrades and/or software purchases to maximize student learning and align with industry standards.
❑	7.7 There is a plan for computer equipment to be upgraded, maintained, or purchased to maximize student learning and align with industry standards. (scanners, printers, digital cameras, etc.)

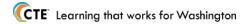| Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
		XXX		5-year program plans, computer rotation plan

Additional Information and/or Comments:

Each Health Science room has been recently upgraded and new furniture has been provided, with a new focus on storage and storage shelves being added. Each year, equipment becomes more standardized across the district. Computers are rotated on a districtwide plan. Our Health Science leads monitors a yearly equipment/technology refresh rotation – and current focus is CPR manikins – time for a major upgrade.   Our program advisory and other industry experts continually review our spaces and technology.

INSTRUCTIONAL MATERIALS

CRITERIA 8

Appropriate instructional materials are available to achieve the goals and objectives of the program.

QUALITY INDICATORS

❏	8.1 Instructional materials support state approved standards and objectives.
❏	8.2 Adequate instructional materials are available for all students in all courses.
❏	8.3 Instruction is enriched with appropriate instructional technology and related resources such as computers and software, access to Internet, audiovisual aids, etc.
❏	8.4 The instructional materials utilized in the department are 5 years old or less and are on the school purchase rotation schedule on the program Goal Chart.
❏	8.5 Materials are available in the school for students to become aware of a broad range of careers, continued education and/or training opportunities.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
		XXX		Advisory review of materials

Additional Information and/or Comments:

Staff are provided with a standard budget, with the ability to request more items as needed. Our Health Science Program Lead handles all base supplies needs and the budget is set and supported by CTE KEC. Each high school has a Career and College Center, with a full-time staff member. The Career Centers promote their program of work, focusing on careers and the needed training, as well as each Health Science Program highlighting careers and trainings specific to the field of study. HOSA is a major program in our buildings, and this helps program Health Sci careers as well.
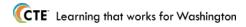
LEADERSHIP AND EMPLOYABILITY

CRITERIA 9

21st Century Skills (employability and leadership skills) are an integral part of all CTE courses.

QUALITY INDICATORS

❑	9.1 21st Century Skills (leadership and employability) are integrated in the approved curriculum framework and applied in real-world family, community, and business and industry applications.
❑	9.2 Leadership skills are developed and practiced at highest level through integration of aligned state-recognized CTSO
❑	9.3 Competencies for 21st Century skill, identified in the Leadership document (employability and leadership skills), are integrated into the curriculum. 21st Century skills are taught, assessed and documented.
❑	9.3 a Students demonstrate 21st Century skills integrated in approved curriculum framework and applied in real world application.
❑	9.3 b Leadership alignment is embedded in the curriculum framework. • Reflects the leadership activities embedded in curriculum and instruction • Includes leadership skills taught and assessed within the class for all students • Requires the 21st Century Skills to be matched to the specific activities/event/projects and specifically aligned to the unit of instruction
❑	9.4 Leadership and employability activities provide opportunities for students to participate in community service and service learning activities.
❑	9.5 Leadership activities provide opportunities for students to participate in regional, state or national competitions.
❑	9.6 School/district makes reasonable provision for release time for the advisor(s) to participate in Leadership activities.
❑	9.7 If course is using a locally developed leadership plan, it must demonstrate the leadership skills (21st century skills) practiced at the highest level through classroom integration of programs and activities and through a Program of Work. The plan (Program of Work) must be approved by OSPI and meet or exceed the standards of the recommended CTSO.

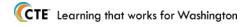| Unsatisfactory	Basic	Proficient	Distinguished **XXX**	Evidence/Artifact Frameworks, CTSO Roosters, CTSO Travel, LS Plan

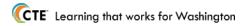| Additional Information and/or Comments:

As with all CTE programs, leadership is embedded in the program, and standards covered are listed in our OSPI approved frameworks. A special focus began this year for CTE to cover most costs for students to attend regional, state and even national CTSO events. Staff advisors are compensated by the hour and not a fixed stipend. HOSA exists in all 3 comprehensive and is growing, with its connection to our FCS Health Classes. Each staff member is held accountable to promote HOSA to their students, and we promote via signs/posters in classrooms, with regular announcements and posted HOSA meetings and activities. We would have sent our largest district teams to state and nationals if the pandemic had not closed us. |
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LONG-RANGE PLANNING

CRITERIA 10
There is a 5-year written plan that provides program direction and improvement.
QUALITY INDICATORS

☐	10.1 District conducts an annual evaluation of Career and Technical Education programs using standards and indicators.
☐	10.2 Instructors have developed a 5-year Goal Chart that is reviewed and updated annually. The program instructor identifies goals and objectives in relation to the Career and Technical Program Standards and indicators based on the program evaluation. • Plans may include strategies for articulation with other education institutions; establishing and maintaining industry and education partnerships; achieving skills certificates or recognized credentials; repairing, replacing and purchasing equipment; recruiting and mentoring students, etc.
☐	10.3 Recommendations and suggestions provided by district and school administrators, accreditation teams, counselors, and advisory committees are considered in developing the plan.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
		XXX		5-year program plans Plan evaluation Advisory process

Additional Information and/or Comments:

This program has a new advisory providing input, and the 5-year plan has charted out program growth that includes expansion of DC, financial support of HOSA activities, and multiple HB1599 graduation pathways, and cross-credited courses.

ADVISORY COMMITTEE

CRITERIA 11
The program utilizes an advisory committee. Functions of the advisory committee include development, implementation, and annual program evaluation, and long-range planning.
QUALITY INDICATORS

❏	11.1 Program utilizes an advisory committee with appropriate representation, such as business, industry, education, community, government agencies, and special population groups. • What are the demographics of the CTE advisory committees in terms of gender, color, national origin and disabilities?
❏	11.2 The advisory committee provides input and recommendations for program improvements.
❏	11.3 The advisory committee meets three or more times per year and has written minutes on file with the CTE Office.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
		XXX		5-year plan Evaluation Rubric Advisory Notes

Additional Information and/or Comments:

Starting this year – we have transitioned to more detailed 5-year plans, added the use of a standard rubric, and have created Google Site for advisory support and storage of the work. This advisory has the following representation:…….

CTE Learning that works for Washington

PROGRAM OF STUDY

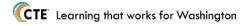| CRITERIA 12 |
|---|
| Program of Study for each approved career and technical education program has been implemented which sequences academics and career and technical education content, leading students to attain a postsecondary degree, industry-recognized certificate or credential, or entry into the work place with a skill set conducive toward career advancement. |
| QUALITY INDICATORS |

❑	12.1 CTE courses are organized into a program of study that includes Scope and Sequence of courses that are articulated to build depth of knowledge and skills without redundancy and they integrate opportunities for students to gain firsthand experience in the career field. Exploratory and Preparatory courses are included in the Program of Study
❑	12.2 Courses offered allow students to complete or concentrate in a CTE career cluster and/or pathway preparing for transition to post-secondary education.
❑	12.3 The pathway includes a formal apprenticeship, certificate program, a two-year degree program or a four-year degree program.
❑	12.4 The program of study is fully aligned with current technical content standards.
❑	12.5 Curriculum is related to foundational knowledge and skills of broad range of career options in related program of study.
❑	12.6 Academic (Washington State Learning standards) and career and technical education content is aligned and integrated in a coordinated, non-duplicative progression of courses.
❑	12.7 The program of study leads to an industry-recognized certificate or credential at the secondary level, if applicable, and/or leads to an industry-recognized certificate or credential and/or dual credit at the postsecondary level.

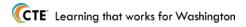| Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
		XXX		5-year plan AP/IB CTE Website - PPOS

Additional Information and/or Comments:

Traditionally this program has had limited CTE Dual Credit with Highline College, so we had a limited POS. This year we articulated A&P and Med Terms with PIMA Medical College and co-sponsored a Health Sci camp there. We will begin extensive articulations with Renton Technical College in 2020-21, and we will begin to draft articulations Bellevue College and others in the PNW CC.   We are part of a Career Launch Planning grant with multiple partners to begin paid internships with Providence. We already have established a general HB1599 2 CTE credit graduation pathway and creating a true POS, that allow students to personal their pathway. Once we have the Providence internship in place, we believe that approaches DISTINGUISHED.
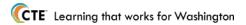
CERTIFICATION, WORKBASED LEARNING

CRITERIA 13A
Certifications – assessment of student competency of knowledge and skills as determined by industry defined standards.

QUALITY INDICATORS	
❑	13A.1 Course/programs leads to certificate or credential state or nationally recognized by trade, industry or other professional association as necessary for employment or advancement.
❑	13.A.2 Instruction leads to state/nationally recognized industry assessment or certification necessary for employment or job advancement in field and/or articulated college credit leading to post-secondary education.

CRITERIA 13B
Work Based Learning provides students with experiences and understanding of all aspects of the industry students are entering. WBL opportunities are identified in Washington WBL Learning Document

❑	13B.1 **Job shadows, mentors, community service, and other activities for student learning in the community are available**
❑	13B.2 Worksite learning (internships) is available to students completing the program.
❑	13B.3 Students are able to complete a qualifying class in their pathway for a work based learning assignment
❑	13B.4 Through instruction students experience and develop understanding in all aspects of industry associated with specific CTE courses.

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
		XXX		IRC/DC lists CTE/WSL Website

Additional Information and/or Comments:

We have articulations PIMA Medical and Highline College. We will begin extensive articulations with Renton Technical College in 2020-21, and we will begin to draft articulations Bellevue College and others in the PNW CC.   We offer multiple IRC's in this program. We already have established a general HB1599 2 CTE credit graduation pathway and have multiple POS options, that allow students to personal their pathway. We currently offer standard paid WSL to students employed, and we offer WBL experiences in our labs, and we are part of a Career Launch Planning grant with multiple partners to begin paid internships with Providence. We are approaching DISTINGUISHED.

CAREER GUIDANCE

CRITERIA 14
QUALITY INDICATORS

❑	14.1 Demonstrate knowledge of career options within related career cluster or pathways is integrated into the curriculum.
❑	14.2 Career planning, career development and/or transition to employment and post-secondary
❑	14.3 Provides access for students to information regarding career awareness and planning with respect to an individual's occupation and academic future
❑	14.3 Career guidance and academic counseling provided to students to include information about post-secondary education and training options, industry certification, and employment

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
			XXX	Career Centers Career Center/CTE Website

Additional Information and/or Comments:

Each school has a Career and College Readiness Center – staffed. In addition, UW Dream Project, College Access Now, and CISR staff also provide support, and may be located in or near the Career Centers. Starting in 2020, Gear-Up support staff will be added.

Each Career Center teams, to create districtwide program of work to support the needs of all students, in additional to the career related guest speakers and trips offered by the instructors, as part of their course.

PROGRAM EVALUATION

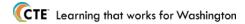| CRITERIA 15 |
|---|
| **The program is Evaluated by the Advisory – Evidence is with the completion of this Program Evaluation Form and submitted** |
| Additional Information and/or Comments:
The completion of this process and form is evidence. |

PROFESSIONAL DEVELOPMENT

CRITERIA 16
Instructors participate in appropriate professional association and professional development activities.
QUALITY INDICATORS

❑	16.1 Instructors maintain membership in related state and national professional organizations.
❑	16.2 Instructors strive to upgrade their skills and knowledge by attending conferences, conventions, college courses, staff development in-service, and other sources of training.
❑	16.3 Instructors participate in required training and complete approved preparation and yearly in-services requirements (if applicable) for programs such as Applied Math, AP, CASE, Core Plus and Project Lead the Way.
❑	16.4 Instructors participate in job shadows, internships, and industry site visits.
❑	16.5 Instructors use scientific based research and data to improve instruction
❑	16.6 Instructor uses practices to involve and engage in parent and community

Unsatisfactory	Basic	Proficient	Distinguished	Evidence/Artifact
			XXX	CTSO and Teacher Professional Conference/travel Back to Industry PLC Process

Additional Information and/or Comments:

Each instructor is supported to attend/complete the following:

- Attend WA-ACTE Summer conference each year
- Attend the most appropriate CTSO or professional teacher association trainings/conferences
- Attend the most appropriate technical training as needed
- Complete 40 hours of Back to Industry
- Closely work with Program Advisory on other trainings and professional opportunities.

SIGNATURE PAGE

After the evaluation has been filled out, attach the Goal Chart and have the following page signed and turn in a hard copy to the CTE Office with scores from the advisory attached.

Adjusting to local COVID rules, this document was approved via an email/virtual meeting on May 28,

2020. The minutes are located at this link: Health Science May 2020 Advisory Minutes