

**CHECK LIST FOR GOVERNOR'S CAREER AND TECHNICAL EDUCATION EXEMPLARY  
STANDARDS AWARD  
2008-2009**

**A. Program Excellence**

1. Learning goals and objectives are clear, challenging, and measurable.

*1a. Goals and objectives are clearly stated, realistic, and measurable.*

Evidence: (Check those included)

- Program of studies/work
- Course syllabus
- Program description
- Goals and objectives

*1b. Goals and objectives are based on current research and successful practice.*

❖ Competencies/Framework – (*validated by industry as developed; VCEF will provide reference copy*)

- Evidence of teacher research in program area
- Enhancements, supplements, and additional curriculum development for this program
- Evidence of interacting with partners to ensure program reflects current trends (speakers, advisory council members input, etc.)

*1c. Goals and objectives reflect high expectations for learner achievement.*

- Brochures/pictures/Web sites depicting high expectations
- Copy of goals and objectives with high expectations highlighted

*1d. Goals and objectives are aligned with the mission and vision of the institution.*

- Goals and objectives of program are aligned with the mission and vision of the school and school division

*1e. Goals and objectives emphasize higher-order thinking skills and problem solving.*

- 3-4 samples of lesson plans that involve students in higher-order thinking skills and problem solving activities
- Examples of completed student assignments from the sample lesson plans

2. The program content aligns with learning goals and is accurate, current, and relevant.

*2a. The program is technologically current; provides opportunities for learners to use state-of-the-art technology within their industry area; and reflects the impact of technological advances within each chosen field.*

- Physical Classroom/Lab Setting: Description of typical workstation, number of workstations, photos
- Equipment replacement cycle
- Perception of graduates from follow-up study

*2b. The learning environment reflects a positive climate.*

❖ Classroom is inviting, well-organized, clean, and safe (meets OSHA regulations if applicable)  
(*to be determined by on-site visit*)

*2c. Curriculum and instruction are culturally and ethnically sensitive, free of bias, and reflect diverse learner interests and participation.*

- Adaptive technology use and description
- 3-4 lesson plans showing how different learning styles are addressed
- 3-4 lesson plans showing accommodations for special education population or sample IEP for this program
- Evidence of non-traditional enrollment

2d. *The content and instruction emphasize development and understanding of all aspects of industry and the world of work, and include work-based learning experiences.*

2-4 samples of lessons teaching All Aspects of Industry

Descriptions/samples of work-based learning experiences available through this program (co-op agreements, training plans/evaluations, student internships/mentorships, field trips, job shadowing, service learning, others)

3. **The program is aligned with academic standards.**

3a. *The program goals, content, and assessments are aligned and integrated with appropriate local, state, and national academic standards.*

❖ Curriculum alignment document (*VCEF will provide*)

SOL data of students in this program compared to other CTE students or school as a whole

3b. *The program ensures that students are prepared with academic knowledge and technical skills and are ready to transition into further education and/or the workplace.*

Number and percentage who were program completers

Number and percentage of completers who entered full-time or part-time employment

Number and percentage of completers entering post-secondary education

Number and percentage of completers who earned industry certification or comparable credential

Number and percentage of students earning each kind of diploma

Number and percentage of students scoring advanced proficient on SOL End-of-Course Assessments

Number and percentage of students earning the Board of Education's Career and Technical Seal

Number and percentage of students earning the Board of Education's Seal of Advanced Mathematics and Technology

Teacher's credentials:

Copy of industry certification(s) or comparable credentials

Evidence of workshops or courses completed in related field or in education in general

Copy of program certification by industry, if applicable

4. **The program is aligned with industry standards and validated by Virginia business/industry representatives.**

4a. *The program goals, content, and assessments are aligned and integrated with appropriate state or national occupational or industry skill standards.*

❖ Curriculum alignment document (*VCEF will provide*)

Crosswalk with national industry or skill standards

4b. *The program is validated by Virginia business/industry representatives.*

Evidence that local Career and Technical Education Advisory Council approved program/curriculum/equipment

❖ State curriculum is validated by business/industry (*VCEF will provide*)

4c. *The program goals, content, and assessments include Virginia's Workplace Readiness Skills and other appropriate employability skills and competencies.*

2-4 lesson plans that show Virginia's Workplace Readiness Skills lessons are embedded in scope and sequence and lesson plans (*see 2d above*)

4d. *The program is certified or recognized by industry, professional, and/or trade associations or state licensing agencies and can lead to postsecondary degrees, industry certifications, licensure, and other recognized credentials.*

Dual enrollment agreement

Number of students who participated in dual enrollment

Evidence of career pathways that align CTE curriculum offerings at middle school, high school, and post-secondary programs

Reference to program certification (*see 3b above*)

5. Collaborations maintained with internal and external organizations as well as stakeholders who serve to strengthen the quality and effectiveness of the program.

5a. *Strong, visible partnerships with measurable results are established and maintained with business, industry, and community collaborators. Various groups may become involved with the general program and curriculum planning, workplace learning experience development, and program improvement strategies.*

Advisory Council minutes

Letters from partners

List/dates of guest speaker appearances/presentations

Partners who served as judges for CTE student organization competitions

Co-operative education (co-op) and other work-based earning experiences employer sponsorships

Industry tours

Industry involvement in program improvement process

Evidence of apprenticeship or internship partnerships

5b. *Partnership agreements designed to address or meet various program goals have been developed and are being implemented effectively.*

Examples of business partnership agreements (may be co-op agreements)

5c. *There is evidence of support from leaders from within and outside the organization.*

Letters of support

Awards/recognitions received from school division or community

Contributions to program from outside the school/division (include in-kind support)

5d. *Collaboration results in articulated and well-developed career pathways at the secondary and postsecondary levels.*

Articulation agreements

Examples of how career pathways, articulation agreements, dual credit are communicated to students

## **B. Educational Significance**

6. The program addresses important individual, societal, and business/industry needs.

6a. *The program prepares learners to become productive citizens, leaders, and lifelong learners.*

Percentage of students who joined related CTE student organization

Percentage of students who competed in related CTE student organization competitions (local, regional/district, state or national)

Number of student awards won in CTE student organization competitions

Evidence of teacher serving as a role model through participation in local, regional, state and national professional organizations

Evidence of community service projects

6b. *The program contributes to local and regional workforce development and to the community's economic growth and development.*

Documented teacher research that program contributes to local workforce development  
Employer satisfaction surveys  
Student wage earnings data  
Co-op and internship student wage reports and training agreements/plans, if applicable  
Business, trade association, or parent testimonials  
Local career outlook related to this program  
Workforce Development involvement

6c. *The program promotes equity and equal access for all learners, including members of special populations and students preparing for non-traditional careers.*

Number and percentage of students enrolled with Special Education IEPs by class  
Annual enrollment analysis by gender, race, grade level, and economically disadvantaged  
Examples of promotional material for nontraditional occupations/enrollment  
Completion rates of special education students

7. **The program contributes to educational excellence for all learners and leads to other positive results or outcomes.**

7a. *The program contributes to whole school or systemic reform.*

Program participation in High Schools That Work or other school improvement planning process

7b. *The program maintains an atmosphere of mutual respect and high expectations for all learners.*

Evidence of rubrics used to introduce a project or unit  
Documentation of extra help/tutoring sessions before, during or after school  
Evidence of homework policy  
Evidence of mutual respect

7c. *The program contributes to increases in teacher/faculty knowledge of effective teaching and learning theory and practice.*

National Board Certification  
Degree and endorsements  
Serving as mentor or supervising teacher to new teacher, student teacher or career switcher

8. **The program design is innovative, dynamic, and reflective of current research.**

8a. *The program design includes flexible delivery, career clusters and pathways, academic and technical integration, learner credentialing based on competency attainment vs. seat time, customization to meet individual student and/or employer needs.*

Creating Excellence project applications/awards  
Education Foundation grant applications/awards  
Integrated CTE/core lessons and project descriptions

8b. *The instructional methods include authentic instruction and assessment, problem- and project-based learning mentoring, and other practices that develop students' critical thinking skills.*

*(Refer to examples provided elsewhere in documentation)*

Project-based learning lessons  
Evidence of the use of instructional practices resulting from regular participation in professional development activities that meet the criteria for high quality professional development (outlined in Superintendent's Memorandum Informational No. 82, April 16, 2004)  
National certification in the teaching area

8c. *Professional development for the faculty and staff addresses identified needs for program improvement.*

Professional development agendas

Documentation of serving as CTE team leader or department chair

Documentation of leading staff development at local, state, or national levels (evidence of professional presentations)

Documentation of service on school, division, state and/or national committees related to the teaching area (during last five years)

Evidence of published articles

License renewal report

## C. Evidence of Effectiveness and Success

9. The program makes a measurable difference in learning for all participants.

9a. *Learners demonstrate competency attainment in required academic, technical, and employability skills (Virginia's Workplace Readiness Skills), as evidenced by recognized standards-based assessments.*

NOCTI tests taken and results

Data analysis of pre- and post-tests

Employee evaluations

Sample completed student competency record

Score of 3 or above on related AP tests

Dual enrollment credits in related courses

Completion of associate degree at secondary level

9b. *Learners are able to perform acquired skills as evidenced by licensure, certification, credentialing, proficiency tests, and/or other recognized assessments.*

*(Refer to examples provided elsewhere in documentation)*

Completion of certifications

NOCTI tests taken and results

Student performance on certification examinations

9c. *Students successfully transition into further education or training, the workforce, or military service.*

*(Refer to examples provided elsewhere in documentation)*

Evidence from 1-year follow-up study

Other follow-up of graduates

Dual enrollment

Number in internships, mentorships

9d. *The gap in achievement among groups of students is narrowed.*

Disaggregated CTE certification data

Disaggregated competency attainment data

10. The program exceeds identified performance goals.

10. *Program data show that it exceeds local, state, and federal identified performance measures.*

Program goals and student competency records show evidence of additional requirement and standards

Evidence of increased certifications and credentials over a three-year period

11. A systematic evaluation process ensures the program's continuous improvement.

*11a. The program evaluates learner and program performance using valid outcome measures.*

Students' achievement of competencies (see 9a)

Evidence of self-analysis of program (local Exemplary Standards program or other rubric)

*11b. The program solicits external stakeholders' feedback for program improvement.*

*Refer to examples provided elsewhere in documentation)*

Employer satisfaction survey

Parents' survey

*11c. The program solicits learner feedback to improve the program.*

Evaluation by completers one to two years after.

Feedback from students within courses and at end of program

*11d. The program solicits staff feedback in identifying needs and assessing continuous improvement strategies.*

Evidence of staff feedback and continuous improvement strategies (survey instrument, meeting minutes)

Supplies, equipment, administrative support

Description of some challenges this program faces. (limited to one-page narrative)

*11e. Formative and summative information is collected and used to improve programs.*

Examples of evaluation tools--when used, with whom, relation to program goals

Analysis of program trend data is used to improve the program

12. The whole program, the process, or significant elements of the program can be successfully implemented, adopted or adapted in other educational settings.

*12a. The program has clear instructions and sufficient resources to ensure that it can be replicated.*

Curriculum goals and objectives are reviewed by stakeholders

*12b. The program has sufficient documentation and specifies the conditions and resources needed for implementation.*

Program has materials including handbook, budget, instructional guides that are clearly developed

*12c. The program's best practices are shared proactively and made available for duplication and adaptation in other settings.*

Document presentations made about program to other groups

Description of the best practices of this program (limited to one page narrative)