

Evaluation Schedule

Guidelines for Conducting an Evaluation of the Quality of Career and Technical Education Programs in New York City

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Introduction

The purpose of this guide is to explain the main steps required for the assessment and accreditation of a school's Career and Technical Education (CTE) program. The approval process, developed by the New York State Education Department (NYSED) to foster quality CTE programs in the State, is used by New York City Department of Education (NYCDOE) to validate CTE programs that demonstrate core elements of an effective program of study. Such a program should be committed to providing students with rigorous academic and technical instruction, combined with work-based learning opportunities in preparation for clear postsecondary pathways.

NYCDOE recommends such CTE programs for state endorsement and schools are strongly encouraged to seek approval through this process. An endorsed program signifies high standards of both academic and industry-specific rigor. For schools, an endorsed program will lead to value-added weighting in City accountability tools (e.g., Progress Report), and eligibility for supplemental CTE funding. For students who complete a City and State approved program and pass the core Regents examinations, those students will graduate with a CTE technical endorsement on their diplomas.

There are four stages to the program approval process:

- Notification of intent to apply for program approval and initial self-assessment
- Formal self-evaluation of the quality of CTE program and submission to NYCDOE
- External review and validation of application by NYCDOE
- NYSED consideration for program approval

These four stages are inter-linked and this guidance document will provide a general overview of each stage, the purpose of each stage, and action steps to be completed before moving onto the next stage of the program approval process.

Stage 1: Notification of intent to apply for program approval and initial self-assessment

The school submitting a completed Letter of Intent to the NYCDOE CTE office will initiate the program approval process. In this first stage, the school will notify the NYCDOE their intent to apply for program approval by submitting a Letter of Intent, which includes an initial checklist for schools to use to conduct an initial self-assessment of its CTE program.

Purpose

The main purpose of this initial self-assessment is to ensure that the scope of the program is sufficient to meet requirements and that it has the potential to meet or surpass the standard by the time the school submits a full application for program approval.

Key Principles

In many cases, the initial assessment is likely to identify elements of the program that are, as yet, under-developed at this stage. This is expected and the crucial part of this stage: to identify the areas of the program that need to be developed further. A program having under-developed areas does not necessarily mean that the process cannot be initiated. In fact, the purpose of the initial checklist is to enable the school to identify the precise areas of improvement, determine an appropriate timeframe to address those challenges, and inform the NYCDOE CTE team when the school will have fully addressed those areas and when a full application will be submitted. This stage give schools an opportunity to notify the NYCDOE CTE team of any technical assistance that may be required to help the school further develop the CTE program and submit a successful application for program approval.

Summary of action steps in this stage

- Obtain and fully complete the Letter of Intent document
- Conduct an initial self-assessment using the “Initial Checklist of CTE Program of Study Elements” included in the Letter of Intent document
- Highlight and identify under-developed areas and complete a “CTE Program Development Plan” to address a plan and an appropriate timeframe for each of those areas.
- Submit a completed Letter of Intent document to the NYCDOE

Stage 2: Formal internal self-evaluation of the quality of CTE program and submission to NYCDOE

This second stage is the most crucial part to successfully gaining program approval. In this stage, a school will mobilize a self-study team and then undertake a comprehensive review of its program and complete a self-evaluation form online. There are five components of the self-evaluation form (Curriculum and Instruction; Work-Based Learning; Assessment and Accountability; Partnerships; and Program and School Capacity) in addition to a section of factual information and required documents to be included with the application. Once the self-evaluation form is finalized and submitted to the NYCDOE CTE team for review, they will have online access to the school's application, enabling them to conduct an assessment of its features.

Overview: Self-Study Team

The school must create a self-study team comprising both school staff and external partners. This information should be included in Section C of the self-evaluation form. Examples of members might include:

- School principal, assistant principal and other key leaders
- CTE teachers
- Where relevant to the CTE program, teachers of other academic subjects
- Postsecondary representatives
- Business/industry/union representatives for the proposed program
- Guidance personnel
- Children's First Network representatives
- Representative/advocate for students who have an Individualized Education Program (IEP)
- Local workforce investment board or other community representative(s)
- Parents and/or students

Purpose: Self-Study Team

The purpose of this team is to conduct a rigorous self-evaluation and to, collectively, agree that the judgments made in the self-evaluation form are final and accurate. It is not necessary for every member to attend every single meeting that occurs throughout the school year or to conduct every evaluation in the same room at the same time. The CTE team leader at the school might oversee the management of the self-evaluation process by dividing the responsibilities and coordinating the end product of their collective work. However, steps should be taken to ensure that the self-study team does meet occasionally to gain an overview of the outcomes of their self-study work and to provide a final consensus to the judgments and assertions that are made in the self-evaluation form. A high quality program cannot rest solely on any one individual. The self-study team can provide direct school-based level support to ensure that the CTE program runs efficiently, effectively, rigorously, and positions the program to run in that manner – even well after the initial approval.

Key Principles: Self-Evaluation

For more specific guidance on conducting a rigorous review of each component within a CTE program and examples of supporting evidence, please refer to Section B of this document. The NYCDOE CTE team

will be using the same guidelines and principles when reviewing applications and when conducting external site visits. The following key principles should guide schools in their self-evaluation:

- **The formal self-evaluation should not be seen as a one-off assessment for the program’s approval.** The more structured and clear of a process is established for a regular systemized review (ideally, annually), the stronger the self-study team can reinforce a high quality CTE program – and not just when the program is up for approval or re-approval. The self-evaluation form and corresponding guidance document can be used as tools to facilitate regular self-assessments throughout the school year. Regularly updated information will facilitate the re-approval application process and, more importantly, ensure that the CTE program is integrating the most current industry trends and instructional practices.
- **To guide a school’s self-evaluation, every component of the self-evaluation form has a corresponding rubric that outlines the standard** (see the Quality Indicators included in Section B). The school can make informed judgments on the quality of their programs in comparison to the standards outlined and thereby clearly identify areas of their program that are: meeting the standard, surpassing the standard, and/or are under-developed with respect to the standard.
- **When completing the self-evaluation form, schools should refer to concrete and robust evidence which will substantiate the assertions that they are making about their CTE program quality.** The purpose of backing up such assertions with supporting evidence is to make the evaluation convincing to the external evaluators who will follow-up the school’s self-evaluation with an on-site visit and, subsequently, use the information in the application and the site visit for their recommendations to the State.
- **The self-evaluation form should be completed succinctly; focusing on evaluating quality, not just describing what is done.** There is no need to include pages and pages of every detail within the text in the self-evaluation form. Rather, the school should substantiate its assertions by pointing to where the evidence to support their assertions can be seen and observed at the external site visit (see Section B for examples of evidence that might be included for each component).
- **Once a school submits a completed self-evaluation form, a team of NYCDOE CTE reviewers will assess the application and decide if the school is ready for an on-site visit to confirm the assertions in the self-evaluation form.** The reviewers and external evaluators use the exact same Quality Indicator rubric included in this guidance document to make their assessments. As such, a school’s case for program approval is strengthened the more that assertions in the self-evaluation form are directly linked and substantiated by corresponding supporting evidence.

Summary of action steps in this stage

- Assemble an actively involved self-study team (comprised of both school staff and external partners) with clear objectives
- Obtain and fully complete the “Self-Evaluation Form”
- Conduct a thorough self-evaluation for all five components of the self-evaluation form using the “Quality Indicators to Guide Judgments” in Section B of this guidance document.
- Complete Section C Factual Information Required and include specifically requested documentations.
- Submit a completed Self-Evaluation document to the NYCDOE CTE team

Stage 3: External review and validation of application by NYCDOE

Overview

Once the school has submitted a complete self-evaluation form, the NYCDOE CTE team will review the completed self-evaluation form using the same criteria and guidance that schools used to complete the self-evaluation form. In the event that the NYCDOE CTE team is sufficiently convinced that the application reflects a program that is ready for a site visit, the school will be contacted by the NYC DOE CTE team leader. NYCDOE CTE team leader and school CTE team leader will work together to confirm a date for an external review by the CTE evaluation team and also develop a program of activities and meetings for the actual site visit. In the event of the self-evaluation form application having serious flaws or omissions, the NYCDOE CTE team will provide clear feedback to the school on further work that will be required before a site visit can be arranged.

Purpose

The purpose and role behind the NYCDOE assessment is to:

- Decide the extent to which the application is sufficiently convincing to warrant an external review visit by the CTE team and move the process to its next stage. The more that the school's own self-assertions within each quality indicator are substantiated with supporting evidence, the stronger the case for a visit to be arranged.
- Provide the school with a narrative feedback on the application, setting out specific and clear feedback on the areas of the program's strengths and to draw equal attention to any areas where further evidence is required to confirm the school's assertions
- Begin planning the focus of an external review team's visit to the school, based largely on the self-evaluation information and supporting documentation provided. This external site visit will involve an ongoing dialogue between the school and the NYCDOE.

Overview: Site Visit

Since it is virtually impossible to see a whole school year's worth of information into just one day, the visit will be an opportunity to validate the school's assertions by observing some of the evidence cited in the application. The NYCDOE CTE team will make clear what additional evidence they would like to see during their visit, drawing on the information provided in the self evaluation form. In all such visits, some activities are likely to include, for example:

- Interviews with teachers
- Visits to observe classroom activities
- Discussions with a sample of students (e.g. underclassmen, upperclassmen, students in internships, etc.)
- Meetings with relevant business/industry partners and postsecondary representatives
- Reviews of key documentation, such as curriculum plans and assessment records

However, each site visit will be different depending on the information included in the self-evaluation form. The variations in the applications will result in a different focus per site visit to confirm the CTE program's strengths or review areas where too little information has been provided. The plans for such

a visit will be agreed in advance and the cooperation of the school is sought in helping to set up the proposed meetings and agenda for the day. During the school visit, if the NYCDOE CTE team has not seen evidence that supports what the school has asserted in the self-evaluation form, schools will be notified to provide an opportunity to respond with any additional evidence that might have been overlooked.

Purpose: Site Visit

The aim of the site visit will be to instill confidence and integrity and robustness of the school's own self-evaluation. The primary purpose of the external evaluators on the site visit will be to confirm the assertions in the self-evaluation form. The more evidence that is referred to in the self-evaluation form, the more compelling the assertions. It should be stressed that the entire process is an open dialogue between the NYCDOE CTE team and the school.

Summary of action steps in this stage:

- Respond to feedback from the NYCDOE CTE team
- Collaborate with the NYCDOE CTE team to schedule and organize a site visit
- Respond to follow-up feedback from the site visit

Stage 4: NYSED consideration for program approval

Overview

Once the NYCDOE evaluation team has completed the external evaluation visit and made its recommendations, it will forward these to NYSED to support the school's application. The State conducts its own review of the approval request, based on the data provided.

Purpose

The NYCDOE CTE team will act as liaison if any further clarifications are requested by the State. Once the NYSED makes its decision, this will be communicated to the school through a letter of approval. Approval may be conditional on specific points being adhered to, for example, that an on-going system of self-evaluation is maintained throughout the period of approval to help sustain and improve quality further.

Summary of action steps in this stage:

- Respond to feedback from the NYSED, as communicated from the NYCDOE CTE team

SECTION B: The CTE Evaluation Schedule

How to use the guidance in this section of the schedule

This guidance document should be viewed in conjunction with its associated self-evaluation form. Both documents are structured with the same headings and your self-evaluation commentary and judgments can be recorded in the self-evaluation form. It can be modified and updated before it is finally submitted and does not need to be completed all at once.

Each component of the evaluation schedule begins with a number of judgments of program quality. The text boxes that follow these judgments should be used to evaluate the quality of provision so that the judgments that have been made have been clearly explained and justified. This schedule provides you with guidance to help you do this in the form of:

- A brief explanation of the scope of each component
- What should be evaluated within each component
- Sources of evidence that might be sought and referred to in support of your evaluations
- A set of Quality Indicators relating to each component to guide your judgments

The Quality Indicators (QI) are set at three levels to describe quality: *High Quality, Meets Standard, and Under-developed*. There are several QIs that cover each main component of provision. It might be that not every feature of an indicator is present in your school or you may have elements that span aspects of two levels. You should choose the QIs that provide a ‘best fit’ for the quality of this component. Where you are on the border of two judgments and have chosen a particular one, you should explain why you did not select the other grade in your supporting narrative.

In the final section of the form, a range of factual information relating to the proposed CTE program should be completed, including a few documents that are required to be submitted with the self-evaluation form.

Curriculum and Instruction

The scope of this component:

Evaluate the extent to which there are clear learning goals, a curriculum plan for the program and that it is well sequenced over at least two years. It should coordinate work-based learning with school-based specific industry courses as well as those that are integrated courses. Evaluate the extent to which the curriculum content and scope enable students to master the technical assessments, including those who have learning difficulties or disabilities.

What should be evaluated:

Evaluators should report on the following aspects in terms of their quality:

- The curriculum used to guide the CTE courses for the program and the quality of materials and resources
- The alignment with New York State learning standards and national, or generally accepted industry standards to ensure that students acquire the skills and competencies required
- The sequencing of courses and how this helps students to master technical assessments and/or industry credentials
- How the curriculum enables students to make a smooth transition to articulated postsecondary opportunities (education, training, employment, etc.)
- The engagement between school-based and industry and/or postsecondary partners on a regular basis to develop, review and approve the curriculum and program design appropriate to the industry/career area
- How the program and courses have been modified to meet the needs of those students with learning difficulties, disabilities and IEPs
- Students' academic and technical achievements which can provide first-hand evidence of the impact of the curriculum and instruction

Potential sources of evidence:

Where specific sources of evidence underpin judgments, schools should refer to them and where they can be seen to substantiate their evaluation but need not describe the evidence in great detail in the text. Examples may include:

- Curriculum aims, objectives and plans for courses and the program as a whole
- Industry standards that the curriculum is aligned with (web links if they exist)
- Overview and sequencing of the curriculum
- The breadth of expertise, both internal and external to the school that was involved in developing, reviewing and approving the curriculum and program
- Samples of curriculum plans that demonstrate typical modifications for students with learning difficulties and or disabilities
- Samples of typical IEPs and any striking examples of effective support for students who have disabilities or learning difficulties.
- Surveys or records of discussions that may have been carried out among industry partners and/or students that provides insights into the quality of instruction and preparation for future work.
- Records of a curriculum-standards crosswalk that demonstrate quality of provision
- Relevant records of observations from classrooms

- Records of student achievements at key stages in the program
- Attendance rates for components of the program

Quality Indicators to Guide Judgments

Curriculum and Instruction

C1 Program Objectives and Expectations	
High Quality <i>(additional to meeting standard)</i>	<ul style="list-style-type: none"> ▪ Program objectives are well established, challenging, and well-matched to student needs. They are routinely and proactively shared with students, parents, and teachers and linked closely to course plans and their review.
Meets standard	Program has clear objectives and high expectations that are: <ul style="list-style-type: none"> ▪ aligned with the school's mission, ▪ appropriate for its target population, and clearly defined for students, parents, teachers, and school community ▪ integrates postsecondary career and education expectations
Under-developed	<ul style="list-style-type: none"> ▪ Program objectives do not communicate high expectations and do not meet the full range of intended students' needs. Links to the scope and sequence of courses within the program are patchy.

C2 Program Sequence of Courses	
High Quality <i>(additional to meeting standard)</i>	<ul style="list-style-type: none"> ▪ Program has demonstrated itself to be comprehensive and very well-planned and sequenced so that courses build systematically on students' knowledge and skills over, at least, two years. ▪ Students' varied activities and challenging work, including: access to an extensive range of work-based learning activities that meet the full range of students' needs and aspirations and promotes a deeper understanding of the career field and industry.
Meets standard	<ul style="list-style-type: none"> ▪ Program has a coherent sequence of courses that is scaffolded, non-duplicative, and requires at least 2 years for completion. ▪ Learning experiences for students encompass a variety of activities and resources—including work-based learning—to link both academic knowledge and technical skills. ▪ A Career and Financial Management course, taught as an integrated or stand-alone course of study, is part of the sequence.
Under-developed	<ul style="list-style-type: none"> ▪ Program courses exist in outline but are not fully scaffolded and/or adequately sequenced to enable students to build on their knowledge and skills systematically. ▪ There are some sequences of work where student experiences are limited by a lack of resources and/or work-based learning which inhibit their acquisition of knowledge and skills. ▪ A Career and Financial Management Course is not established

C3 Curriculum Alignment with State/Industry Standards	
High Quality <i>(additional to meeting standard)</i>	<ul style="list-style-type: none"> The curriculum and course sequence is fully aligned with both NYS Learning and other core academic standards and with industry-based competency standards on completion, with clear mapping of links between course components and these standards.
Meets standard	<ul style="list-style-type: none"> Curriculum and course sequence is aligned with NYS Learning Standards (English Language Arts, Mathematics, Science, Social Studies, and Career Development and Occupational Studies) and other core academic standards. Curriculum is also aligned with industry-based competency standards that students are expected to know at the conclusion of their studies.
Under-developed	<ul style="list-style-type: none"> Some elements of the curriculum and course sequence are aligned with academic or NYS Learning Standards but there are significant gaps. The curriculum meets some industry-based competency standards expected by the end of the course of study but there are significant elements that are not yet covered or not fully integrated into the program.

C4 Qualified Faculty	
High Quality <i>(additional to meeting standard)</i>	<ul style="list-style-type: none"> Course teachers and leaders are state certified, highly effective, and have extensive industry experience and connections relevant to the program taught.
Meets standard	<ul style="list-style-type: none"> Program courses are taught by state-certified teachers with expertise of specific CTE program based upon industry experience and certification.
Under-developed	<ul style="list-style-type: none"> Some or none of the staff are state-certified to teach CTE programs and may not have specific expertise, pertinent industry experience, or certification required for the program.

C5 Preparing Students for Program's Technical Assessment	
High Quality <i>(additional to meeting standard)</i>	<ul style="list-style-type: none"> The curriculum is highly effective in enabling students to master needed skills and knowledge for the respective program of study's industry technical assessment, as shown by a record of success.
Meets standard	<ul style="list-style-type: none"> Content and scope of curriculum prepares students to master the program's technical assessment and pursue a variety of postsecondary options within the given industry.
Under-developed	<ul style="list-style-type: none"> A significant proportion of students do not take program's technical assessment or do not pass the exam.

C6 Program Access for All Students	
High Quality <i>(additional to meeting standard)</i>	Students from different social and ethnic backgrounds or with specific needs/disabilities are supported very effectively. The school places a high priority on equality of access to its program and can point to striking examples of vulnerable students being supported well and consequently making good progress.
Meets standard	<ul style="list-style-type: none"> ▪ Program is designed to guarantee access for students regardless of gender, race, ethnicity, and/or disabilities. ▪ Modifications are made to accommodate students who require alternative learning, testing, equipment, facilities, and other articulated needs.
Under-developed	<ul style="list-style-type: none"> ▪ Significant groups of students are unable to access the full program because of a lack of programmatic adaptations or resources. ▪ Curriculum materials and testing arrangements are not modified sufficiently to take account of the full range of student knowledge and skills, resulting in a significant gap of under-performing students or students not given the opportunity to participate.

Work-Based Learning

The scope of this component:

Evaluate the extent to which formal work-based learning opportunities provide students with an internship to gain practical experiences in a work setting. Such opportunities should be overseen by a certified work-based learning coordinator with systems in place to monitor students' experiences. Evaluate the quality and impact of support provided by designated supervisors and the effectiveness of students' individual training plans.

What should be evaluated:

Evaluators should report on the following aspects in terms of their quality:

- The suitability and breadth of work-place learning available to students
- How students are assigned to their internships
- The range of other work-based learning such as guest speakers, job-shadowing, mentors etc.
- The extent to which classroom instruction is linked to work-based learning internship experiences, for example, through projects or product development
- How well the school and host employer(s) coordinate their respective roles to implement work-based learning effectively. *Note that work-based learning coordinator(s) responsible for coordinating working opportunities for students must be state-certified.*
- The provision of guidance and manuals for work-based learning to help employers to host students
- How well students are prepared for the work-based learning so that they gain the most from such opportunities, through for example, orientation, career exploration, and training to ensure that expectations of their performance are clear
- Arrangements for evaluating student progress and performance during work-based learning placements
- The frequency and extent to which work-based learning is monitored and evaluated by the school and host employer to ensure quality and to guide improvements
- The extent to which the learning take account of compliance with relevant Federal and State Labor requirements for placing students in work-based learning settings **OR** suitable alternatives are provided where labor regulations restrict students working in the field
- How well work-based learning opportunities are adapted where necessary to enable students with disabilities or specific learning needs to participate.

Potential sources of evidence:

Where specific sources of evidence underpin judgments, schools should refer to them and where they can be seen to substantiate their evaluation but need not describe the evidence in great detail in the text. Examples may include:

- Lists of internships and the host employer(s) in which students participate (*see Section C on factual information*)
- Training guides and protocols for students and/or employers
- Policies and practices for evaluating work-based learning quality
- Examples of student records of performance and associated assessment rubrics while on internships and other work-based learning

- Examples of student training plans or similar documents used to track work expectations during their work-based learning (see Section C on factual information)
- Example of a completed work-skills employability profile (see Section C on factual information). This is a document that lists the program’s technical skills that have been mastered by a student working toward a technical endorsement on his/her diploma and usually becomes part of a student’s personal record
- Surveys of students that shed light on their perception of work-based learning

Quality Indicators to Guide Judgments

Work-Based Learning

W1 Established Work-Based Learning Sequence	
High Quality <i>(additional to meeting standard)</i>	<ul style="list-style-type: none"> ▪ There is a formal and structured work-based learning scope and sequence that all students from the program follow via a progression of rich and varied practical experiences including career exploratory activities, job readiness training, mentoring and industry-based competitions. Activities expose students to all aspects of an industry and meet the range of students’ needs and aspirations. ▪ Activities lead up to internships through well-established partnership with one or more hosts who provide industry-appropriate assignments
Meets standard	<ul style="list-style-type: none"> ▪ There is a work-based learning scope and sequence that provides grade-appropriate career exploratory and job readiness activities throughout the program sequence. Activities range in skill building and application, from industry site visits and guest lectures, to job-shadowing and career-related competitions, that lead up to internship opportunities. ▪ Internships are done in partnership with a host that places students in a work setting (where appropriate) to gain authentic workplace experiences through an internship.
Under-developed	<ul style="list-style-type: none"> ▪ Formal work-based learning partnerships are only in development or offer very limited opportunities for students to gain relevant practical experience through internship, exploratory activities or other external workplace experience. ▪ Activities or internship do not necessarily align to the program area of study.

W2 Student Access to WBL	
High Quality <i>(additional to meeting standard)</i>	<ul style="list-style-type: none"> ▪ Student participation in WBL activities is very high. The varied range of opportunities and good information provided to students enables them to be involved in making choices and placements to be tailored to their needs. Consequently, students gain the most from their experiences, regardless of academic ability, race, gender, ethnicity or disability.
Meets standard	<ul style="list-style-type: none"> ▪ Program ensures that all students in program are aware of and given an opportunity to participate in work-based learning. ▪ Work-based learning program is designed to guarantee access for students regardless of gender, race, ethnicity, and/or disabilities. ▪ Modifications are made to ensure access to work-based learning

	opportunities for students with specific needs or arrangements.
Under-developed	<ul style="list-style-type: none"> While there are some WBL opportunities, there are too few to meet the needs of all students. Those with specific needs/disabilities have limited access to WBL.

W3 Assessing Student Progress in WBL	
High Quality <i>(additional to meeting standard)</i>	<ul style="list-style-type: none"> Students understand the knowledge and skills they are expected to gain from their WBL experience, including internships, through a detailed training plan and use of the appropriate skills & competency profile which addresses various settings and types of activities. For internships, there is a clear link between the training plan and the students' performance evaluation with the employer. Students are fully engaged participants in systems for evaluating and recording their learning and progress with the school and their employer, where applicable.
Meets standard	<ul style="list-style-type: none"> Student learning and progress through work-based learning component are assessed and documented through an agreed-upon system of evaluation process developed by the school. There is a student evaluation process specific to internships developed by the school and the employer. The student has a training plan and skills & competency profile (e.g., Work Skills Employability Profile document) to follow and monitor over the course of the work-based learning sequence and/or internship.
Under-developed	<ul style="list-style-type: none"> Assessment arrangements are informal and few systems are in place to ensure consistency between WBL activities and internship placements. Students have limited guidance specific to the WBL setting and about the knowledge and skills to be developed through WBL.

W4 Connection Between WBL and Class Instruction	
High Quality <i>(additional to meeting standard)</i>	<ul style="list-style-type: none"> WBL scope and sequence is well established, of high quality and builds systematically on the school-based curriculum so that both dovetail with academic and industry skill standards. Consequently, students typically make good progress in their overall learning and specific skills acquisition.
Meets standard	<ul style="list-style-type: none"> Work-based learning complements school-based learning and the program curriculum. Skills and job competencies practiced or expected to be acquired through work-based learning are aligned with academic and industry standards.
Under-developed	<ul style="list-style-type: none"> There are some work based learning activities in place but the knowledge and skills gained from the program curriculum are not sufficiently integrated with those of WBL to enable one to reinforce the other. Skills and competencies associated with WBL have not been aligned with academic and industry standards.

W5 WBL Internship Orientation for Students & Employers	
High Quality <i>(additional to meeting standard)</i>	<ul style="list-style-type: none"> ▪ Clear and accessible processes (see “Meets standard” items for full scope) for guiding students, parents/guardians, and employers in preparation for WBL. ▪ These processes are have a history of being well-established, comprehensive and understood by both students and employers. Some practices are exemplary and consequently, the school can point to examples of highly successful WBL experiences which may involve students with special needs.
Meets standard	<ul style="list-style-type: none"> ▪ Process in place to prepare students and employers for WBL experience, including job-readiness training, student organizations, provisions of learning guidelines & procedures for students and employers, as well as process for assessing the work-based learning experience (including individualized Work Skills Employability Profiles, training plans, career plans, etc.).
Under-developed	<ul style="list-style-type: none"> ▪ Dialogue between the school, students and employers to prepare and guide them for WBL is not structured or systematic enough to ensure that each placement is guided by learning guidelines and procedures for both employers and students. Consequently, students are not prepared enough to gain the most from their experience and cannot be assessed around clearly identified criteria.

W6 WBL Evaluation by School & Industry Partner	
High Quality <i>(additional to meeting standard)</i>	<ul style="list-style-type: none"> ▪ Processes and procedures for evaluating the quality of the WBL program are systematic, routine to the school, and draw on both employers’ and students’ views. There is an emerging track record of effective steps taken to improve aspects of provision or adapt to changing industry needs in partnership with employers.
Meets standard	<ul style="list-style-type: none"> ▪ School and participating employers have processes to evaluate and develop and review the WBL and internship activities each year based on employer and student experiences as well as emerging program and industry needs.
Under-developed	<ul style="list-style-type: none"> ▪ Arrangements for reviewing and improving the quality of WBL are informal and may not cover all the activities or internship placements. Consequently, there is limited secure and reliable information available to guide improvements to quality or to adapt to changing industry needs.

Assessment and Accountability

The scope of this component

Evaluate the extent to which:

- The school has established procedures to monitor and evaluate the students' achievement of program objectives and the required academic and industry standards
- The school gathers and uses data on student performance from the CTE program of study to inform instruction, student needs and program design
- The program has industry-recognized technical assessments at its conclusion that, where appropriate, leads to industry-based certification or credentials.

What should be evaluated:

Evaluators should report on the following aspects in terms of their quality:

- Systems for assessing and recording students' progress, including formative assessment, academic success in approved tests and examinations, including the Regents examinations, technical assessments, portfolio performance and credits completed
- How assessments, equipment and facility modifications are made to enable students with disabilities to complete technical assessments
- The extent to which CTE teachers and leaders review each student's performance in a range of assessments to determine readiness for technical assessments and/or identify potential under-achievement
- The extent to which teachers use formative and summative assessments to guide their instruction so that the curriculum is challenging and effective for the full range of students
- Any industry-approved technical assessments used to evaluate student learning and skills by completion of the program sequence and how they are appropriate for evaluating students' technical skills and competencies
- The industry license or certification, eligibility for advanced training or apprenticeship, if applicable in the field, a student may obtain upon successful completion of the technical assessments
- The extent to which the program has achieved high academic and technical standards, as seen in final assessments and awards. You should refer to these outcomes where possible for initial approval applications but this is a requirement for all applications for re-approval.

Potential sources of evidence:

Where specific sources of evidence underpin judgments, schools should refer to them and where they can be seen to substantiate their evaluation but need not describe the evidence in great detail in the text. Examples may include:

- Central database of student assessments
- Any analysis of patterns and trends in centrally held databases of student achievement and/or or annual review reports
- Records retained and used by teachers to guide their instruction
- Student portfolios
- Lesson planning to meet the range of student needs
- Direct observation of lessons
- Discussions or surveys of students to gauge their understanding of how well they are doing
- Course and CTE completion rates

- Levels of student attendance and their analyses

Quality Indicators to Guide Judgments

Assessment and Accountability

A1 Industry-Recognized Technical Assessment	
High Quality <i>(additional to meeting standard)</i>	<ul style="list-style-type: none"> ▪ Technical assessments and end of sequence examinations are comprehensive and of high quality. Students understand the assessment criteria and marks awarded to enable them to better respond with what is required. A variety of assessments are used that fit the purpose of assessing the full range of knowledge and competencies for the industry, including knowledge-based and performance-based.
Meets standard	<ul style="list-style-type: none"> ▪ The technical assessment is comprised of written examination(s), student project(s) and student demonstration/performance(s), all of which have clear criteria and scoring rubrics. ▪ Program's end-of-sequence exam is sanctioned by industry partners and aligned with industry-defined skills/competency standards. ▪ Where applicable, upon successful completion of industry-approved technical assessment, students will acquire portable licensing, certification, or credentials supported by state/national associations and/or by business/industry.
Under-developed	<ul style="list-style-type: none"> ▪ Technical assessments seem too broad in range and type and lack criteria that collectively cover the range of knowledge and skills or scoring rubrics to ensure consistency. ▪ Assessments may not align, or only partly align, with industry standards and are not sanctioned by industry partners. ▪ Students do not gain portable licensing, or industry-recognized certification or credentials.

A2 Mechanisms to Monitor Student Achievement	
High Quality <i>(additional to meeting standard)</i>	<ul style="list-style-type: none"> ▪ There are highly effective procedures for assessing students' performance toward program objectives and technical standards that are monitored by program leaders for their consistency. A range of assessment methods are used, each guided by clear criteria and scoring rubrics that students are clearly made aware of.
Meets standard	<ul style="list-style-type: none"> ▪ There are established assessment procedures (formal testing, portfolio, Work Skills Employability Profile etc.) to monitor and evaluate students' attainment of program objectives, academic and technical standards. ▪ There are clear criteria and scoring rubrics used to assess student learning.
Under-developed	<ul style="list-style-type: none"> ▪ Assessment is not guided by clear procedures or monitored for quality. Students are assessed using informal methods that may not be clearly linked to course objectives, assessment criteria, or technical standards. Scoring methods for assessing student learning do not routinely use clear scoring schemes linked to criteria.

A3 Mechanisms to Gather and Use CTE Program Data	
High Quality <i>(additional to meeting standard)</i>	<ul style="list-style-type: none"> A comprehensive database of student assessments enables course leaders to monitor student performance over time, make timely interventions and provide additional support where necessary. Teachers have good access to such data, use it effectively to guide instruction, and review the effectiveness of course components. Consequently, student achievement is reasonably consistent across different groups and abilities.
Meets standard	<ul style="list-style-type: none"> There is an established process for the school to gather and maintain data on CTE student performances and cohort achievements. Such data is analyzed and used to drive instruction, evaluate student needs, and design support to meet such needs.
Under-developed	<ul style="list-style-type: none"> While records of student assessments are retained, these may not be reviewed and coordinated regularly in a systematic process to sufficiently give a full picture of student performance or to analyze where strengths and weaknesses lie to guide instruction, identify student needs, or review its impact of the program objectives.

A4 Mechanisms to Gather School-wide Data	
High Quality <i>(additional to meeting standard)</i>	<ul style="list-style-type: none"> The school keeps comprehensive yearly data on each student that meets the standard required. In addition, the school seeks other relevant information such as postsecondary plans and attendance rates to help guide its developmental work. Systems enable such data to be analyzed for patterns and trends, including ethnicity, gender and special education needs.
Meets standard	<ul style="list-style-type: none"> School collects and maintains yearly data on student enrolment, program completers, high school diploma recipients, students receiving special education services, work-based learning participants, students that pass all three components of technical assessment, and postsecondary placements. All CTE courses are coded appropriately in STARS (formerly HSST).
Under-developed	<ul style="list-style-type: none"> Some yearly data is kept on aspects of the CTE program but there are gaps in important areas. The system may not be structured sufficiently well to enable program leaders to make regular analyzes that can inform decisions about quality and effectiveness of the program.

A5 Process for Annual Evaluation of CTE Program	
High Quality <i>(additional to meeting standard)</i>	<ul style="list-style-type: none"> Annual evaluation is systematic and central to the school’s ethos of continuous improvement. Information is sought from all stake holders and the school to rigorously evaluate the impact of components of the program on outcomes for groups of students, including ethnicity, gender and special educational need. Consequently, school has demonstrated

	striking examples of programmatic changes made that have raised the quality of provision.
Meets standard	<ul style="list-style-type: none"> ▪ School has formal process to annually evaluate program outcomes and effectiveness based on various data points (student performance, teacher feedback, advisory council feedback, etc.).
Under-developed	<ul style="list-style-type: none"> ▪ Processes for evaluating the program are limited and may not be structured sufficiently to cover all elements. Reviews do not seem to fully integrate an account of outcomes, such as student achievement in program components, student attendance, completion rates and advisory council feedback, to be rigorous and objective.

Partnerships

The scope of this component

Evaluate the extent to which effective partnerships have been established between the school's CTE faculty, industry partners, postsecondary institutions and other stakeholders with relevant knowledge and skills to collaboratively develop and maintain a CTE program of study. Such a partnership should be capable of creating a core team that meets at least twice a year to review, modify and make recommendations on the CTE program based on industry needs and trends.

What should be evaluated:

Evaluators should report on the following aspects in terms of their quality:

- The extent to which the self-study team has determined the demand for the proposed program based on student interest and labor market research
- The effectiveness of partnerships in developing and maintaining program components (curriculum plans, technical assessment, work-based learning etc.) to ensure they meet the relevant industry standards
- How well team leaders and partners analyze patterns and trends in academic data to identify where improvements in the CTE program can be made and act on the findings
- Typical ways in which specific partners are involved in reviewing, updating and approval of assessments to ensure that they are appropriate for evaluating student mastery and industry-expected skills and knowledge (or if no generally accepted technical assessment exists, how partners have contributed to designing assessments)

Potential sources of evidence:

Where specific sources of evidence underpin judgments, schools should refer to them and where they can be seen to substantiate their evaluation but need not describe the evidence in great detail in the text. Examples may include:

- Agendas and minutes of meetings of the self-study team which may show telling examples of their influence
- Examples of specific curriculum design or assessment developments that give insights into the effectiveness of the partnership
- Reference to a current postsecondary articulation agreement that confirms that postsecondary partner(s) has reviewed and is satisfied that the proposed CTE program of study prepares students for smooth transition into postsecondary coursework (see Section C on factual information).
- Evidence that all instructors teaching as part of the CTE program have a CTE certification from NYSED for the relevant course subject (see Section C on factual information).
- Evidence that the work-based learning coordinator has an extension license from NYSED (see Section C on factual information).

Quality Indicators to Guide Judgments

Partnerships

P1 Involvement of External Partners	
High Quality <i>(additional to meeting standard)</i>	<ul style="list-style-type: none"> The range of business/industry/labor and postsecondary partners involved in the advisory group reflects the extensive and influential roles that external partners play in the implementation of the program. The advisory group's role is well-defined and integral to the review, strategy, and improvement of the program with the school so that content and design quality is subject to regular review and improvement. The school has a well-established system to seek input from external partners and there is a clear demonstration that the partnership challenges what the school does and provides a secure endorsement of the quality of provision in preparing students for entry to industry and postsecondary education.
Meets standard	<ul style="list-style-type: none"> Program has a business/industry/labor and postsecondary advisory group that participates in the review and maintenance of the program, including content, course sequence, instructional setting, work-based learning scope and sequence, technical assessment, postsecondary planning, and equipment to ensure that there is alignment with industry standards, expectations, and trends. Such industry-based partners validate the curriculum to be appropriate for preparing students with skills and knowledge required for entry into industry and/or postsecondary education
Under-developed	<ul style="list-style-type: none"> There are a few business/industry/labor partners involved in the review and maintenance of the program but they are not organized into an advisory group, their involvement is limited or may not cover key aspects of the program content, sequence, instructional setting and resources. Consequently, they cannot provide a secure validation of the quality of provision in preparing students for entry into industry and/or postsecondary education.

P2 Industry Review of Program's Technical Assessment	
High Quality <i>(additional to meeting standard)</i>	<ul style="list-style-type: none"> There is a demonstrated strong collaboration and well-developed yearly processes with business/industry and post secondary partners in the process of evaluating the quality and rigor of the program's industry technical assessment. Feedback is comprehensive, reliable and leads to improvements where appropriate. School follows up on verification of the rigor and relevance of its assessment to industry skill standards by encouraging/helping students to obtain appropriate industry work credential/license or advance to postsecondary education/training.

<p>Meets standard</p>	<ul style="list-style-type: none"> ▪ Business/industry and postsecondary partners participate in the review of the program’s technical assessment on an annual basis and validate it as appropriate instrument to evaluate student’s skills and knowledge: <ul style="list-style-type: none"> ○ based on industry standards and needs, and/or ○ to obtain credentials/license to pursue career in given industry, and/or ○ to advance into postsecondary education, training, etc.
<p>Under-developed</p>	<ul style="list-style-type: none"> ▪ There is some involvement by business/industry and postsecondary partners in the review of the program’s technical assessment but it is limited in scope and may not be regular (not even annual). The review may not be sufficiently structured or related to industry standards, postsecondary education, or requirements to obtain credentials/license to work in the given industry to provide a secure validation of its quality.

Program and School Capacity

The scope of this component

Evaluate systems for on-going review and improvement, the suitability of qualifications of CTE teaching staff, effectiveness of systems for promoting teachers' professional development and the quality of program information and promotional materials.

What should be evaluated:

Evaluators should report on the following aspects in terms of their quality:

- The work of an advisory committee charged with responsibility for on-going improvements to the proposed CTE program, for example, using data such as student enrolment in relation to completion rates to guide improvement to CTE programs
- Review reports by CTE staff and partners and plans for improvement based on such reviews
- The qualifications and certification of teachers involved with the CTE proposed program, ensuring that each has a CTE certification from NYSED for the relevant course subject and the work-based learning coordinator has an extension license from NYSED (*to be made available during on-site external visit; see Section C on factual information*)
- Systems for promoting and maintaining staff skills and expertise, including how the performance of individual teachers is evaluated to ensure that their training needs are met
- The quality of promotional materials for students and parents, including the relevant pages from the NYCDOE High School Directory, school report cards, brochures specific to the program, newsletters, press releases and website materials
- Arrangements for guiding and counseling students and potential students
- The effectiveness of arrangements for distributing information to parents, enrolled students and potential new students, including those who may be hard to reach or who have language barriers
- Awareness of and compliance with Federal and State Labor laws and the application of systems for ensuring safe working practices

Potential sources of evidence:

Where specific sources of evidence underpin judgments, schools should refer to them and where they can be seen to substantiate their evaluation but need not describe the evidence in great detail in the text. Examples may include:

- Records of reviews and actions from an advisory committee overseeing the program
- Records of training and professional development activities, attendance figures and agendas (*to be made available at external review visit*)
- NYSED and/or NYCDOE certifications required for teaching CTE programs (*to be made available during on-site external visit; see factual information Section C*)
- Promotional materials such as newsletters, brochures, web pages, school report card, press releases etc. *These should also be available to view at the external review visit*
- Guidance provided to students on options and choices and students' views about their value

Quality Indicators to Guide Judgments

Program and School Capacity

PSC1 Systematic Process for Program Evaluation & Improvement	
High Quality <i>(additional to meeting standard)</i>	<ul style="list-style-type: none"> ▪ An advisory committee has demonstrated a history of being well-established and influential in shaping the development of the program. ▪ The committee can draw on a wealth of relevant expertise to advise on current needs and trends and collaborate in the program. ▪ It is well organized, vigorous, and has the capacity to meet the school's needs in updating the curriculum and technical assessment, providing technical assistance and extending partnerships.
Meets standard	<ul style="list-style-type: none"> ▪ Program-specific advisory committee is engaged in ongoing improvement of the program through: <ul style="list-style-type: none"> ○ review and updating of curriculum and technical assessment, ○ keeping the school apprised of current trends and needs in the given career/technical industry area, ○ identifying key partners for program, ○ providing technical assistance, ○ aligning resources for school use, and engaging in other collaborative efforts.
Under-developed	<ul style="list-style-type: none"> ▪ A program specific advisory committee is being established but may not have the breadth of expertise that reflects the industry/career area. It is beginning to work with the school to review its program, advise on curriculum components and their technical assessment and to provide technical assistance, but its influence is not yet central to the school's monitoring and review.

PSC2 Postsecondary Guidance and Counseling	
High Quality <i>(additional to meeting standard)</i>	<ul style="list-style-type: none"> ▪ The school has demonstrated a high reputation among program students for the quality and range of guidance counseling to support them. Students feel very well informed of the range of options available and have clear postsecondary plans that they readily seek advice and plan pathways for their futures.
Meets standard	<ul style="list-style-type: none"> ▪ School provides guidance counseling support for program students. ▪ Guidance staff and teachers make effort to provide students and families with information and choices for career and higher education awareness, exploration, and planning as viable postsecondary pathways.
Under-developed	<ul style="list-style-type: none"> ▪ Guidance counseling support for program students and their families is quite limited and may not be sufficient to meet the full range of students' needs and aspirations. There is no clear system in place. ▪ Some students may not have immediate access to guidance when making key choices about options for career and higher education.

PSC3 Professional Development for Faculty	
High Quality <i>(additional to meeting standard)</i>	<ul style="list-style-type: none"> ▪ Continuous professional development of staff is central to the school’s ambitions for promoting high quality in the program. ▪ Through systematic appraisal of teachers’ skills and expertise in relation to program needs, the school invests in a coordinated effort to ensure that teachers are up-to-date and highly skilled. ▪ Plans for the program’s improvement routinely identify and adopt professional development needs to ensure their success.
Meets standard	<ul style="list-style-type: none"> ▪ Professional development is provided for teachers to stay current with changes and emerging trends in the industry and instructional practices through externships, industry specific workshops, conference, performance evaluations, further schooling, and other professional development opportunities.
Under-developed	<ul style="list-style-type: none"> ▪ Professional development of teachers involved in the program is provided but it is not linked closely to program needs and tends to be provided on an ad-hoc basis. ▪ Access to professional development may not be consistent across all teachers.

PSC4 Program Information	
High Quality <i>(additional to meeting standard)</i>	<ul style="list-style-type: none"> ▪ Channels of communication are varied, proactive, and effective in reaching all students and their families, regardless of background, home language or ethnicity. Information on CTE program and services is of high quality and there is a good access to additional information.
Meets standard	<ul style="list-style-type: none"> ▪ School provides information on CTE program and services to all students and families, including special populations. ▪ Information is available in variety of languages and school use different channels of communications to promote the program.
Under-developed	<ul style="list-style-type: none"> ▪ Information on CTE program and services is provided to students and families but harder to reach families may not have access to it because of language difficulties or limited communication channels.

PSC5 Adequate Program Equipment and Facilities	
High Quality <i>(additional to meeting standard)</i>	<ul style="list-style-type: none"> ▪ Accommodation and facilities are comprehensive, of high quality and well maintained. Specialist equipment is provided in all key areas of the program to enable all students to develop and master the full range skills and competencies required.
Meets standard	<ul style="list-style-type: none"> ▪ Safe and appropriate facilities and equipment are available to accommodate the teaching and learning demands of program.
Under-developed	<ul style="list-style-type: none"> ▪ While there is adequate accommodation for the program, there may be a lack of specialist facilities and equipment in key components of the

	program to adequately enable students to develop their skills and competencies in significant areas.
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Section C: Factual Information Required

Overview

Section C of the self-evaluation form contains templates to enable the school to provide key background information, to confirm that additional necessary documents have been sent and that other documents are readily available for review during an external evaluation visit by the CTE team.

Outline of Required Documentation

- C1 Composition of the self-study team
- C2 Program achievement data
This form captures data such as projected versus actual enrollment, number of students in work-based learning activities and students receiving special education services
- C3 List of program’s full sequence of courses
Including the name of the course, grade level, term taught, unit of credit granted, instructor(s), whether integrated or specialized course
- C4 Availability of course documentation
For example, course descriptions, syllabi, etc.
- C5 Details of the work-based learning coordinator of this program
Including details of the State Certification awarded
- C6 List of work-based learning internships and host employer(s) available to students
A template is provided
- C7 Copy of a completed work-skills employability profile
References to student personal identifications should be removed. **NOTE:** The Work-Skills Employability Profile lists the program’s technical skills that have been mastered by a student working toward a technical endorsement on his/her diploma. This document should outline general and CTE program-specific work competencies that are expected of all students to attain by completion of the program. It may also include student participation in youth leadership organizations (a sample list is provided on NYSED’s website: <http://www.emsc.nysed.gov/cte/cdleader.html>). The Profile is usually kept with the WBL coordinator or guidance counselor and becomes part of the student’s permanent record.
- C8 Copy of evaluation rubric or a completed evaluation form for assessing work-based learning
- C9 Recent letters of support from industry partner(s)
These dated letters should affirm that they have:
 - Reviewed the technical assessment used for the CTE program of study; and 2)

- Recognize the technical assessment as a valid instrument in evaluating students' technical knowledge and skills in the industry

C10 Current postsecondary articulation agreement(s)

This agreement should be sent to the CTE team at the same time as the completed self-evaluation form. The agreement should make evident that the postsecondary institution partner(s) has agreed to provide students from the CTE program with specific value-added benefits to enable them to continue their education at the partner institution. Such an agreement should make reference to the following:

- The CTE program and school name
- Specific benefits (e.g. guaranteed admission, college credit, tuition waiver, advanced standing, etc.) toward a certain pathway (industry certification, Associate's or Bachelor of Arts/Science degree, or employment opportunity) at the postsecondary level that students from the program will obtain by continuing their education/professional development at the institution
- Documentations required or criteria to be met for students to be eligible for benefits
- Specific roles and responsibilities of each partner to carry out agreement (e.g, records to be maintained, guidance to students and parents by secondary school, professional training or student advisement offered, secondary curriculum review by postsecondary faculty,
- Postsecondary partner's review and satisfaction of the proposed CTE program of study in preparing students for smooth transition into postsecondary coursework

C11 Current business/industry partner articulation agreement

Where applicable, please supply an articulation agreement with a business/industry partner that provides postsecondary training, apprenticeship, and/or employment opportunities for students who successfully complete the program.

C12 Current list of CTE certified program teachers

The template provided in the self-evaluation form should be completed to provide for each teacher, (including that of the work-based learning coordinator) indicating:

- Course(s) taught for the CTE program
- NYCDOE CTE license (if applicable) and the subject area/year obtained
- New York State CTE certification, including subject area, the year obtained and type (initial, permanent, etc.)
- Industry-sanctioned certifications and/or licenses in the technical area

It should be noted if there are any integrated or specialized courses (including the academic subject teachers). The New York State CTE certificates referred to in the completed table should be made available to external evaluators during their review visit.

Additional documents should be available for review during the external review visit

- C13 Evidence of the work of self-study group
Including meeting agendas, meeting minutes, and sign-in sheets

- C14 Availability of a curriculum-standards crosswalk

- C15 Copy of a student’s training plan or document used by the school and host employer
This document is an example of how expectations are set for students and how their progress is tracked during work-based learning experiences. Students’ personal details can be removed.

Guidance notes about CTE teacher certification

CTE teachers must hold state CTE certification in the area in which they teach, as required by NYSED. Currently, possessing a NYC teaching licensing is not sufficient enough to meeting the State requirements. Teachers who are certified or licensed by an external industry-sponsored organization must also be able provide evidence of attaining state CTE certification. Please note that while you are required to have (or be in the process of pursuing) the CTE certification you may hold multiple certifications, particularly if you already have seniority under another certification. For specific details on CTE certification requirements to teach in New York City, visit <http://schools.nyc.gov/TeachNYC/certification/cte.htm> and contact the NYCDOE CTE team or UFT representative for the most up-to-date information on pursuing certification goals.