**QUALITY CAREER & TECHNICAL EDUCATION**

***Teacher Self-Assessments***

**2021-22**

**BPS MIDDLE SCHOOL RESPONSES**

**~ BY STANDARD ~**



***RACHEL RUTLEDGE***

**BPS SECONDARY LEADING AND LEARNING**

**CTE DIRECTOR**

***SUMMARY OF SELF-ASSESSMENT SURVEYS***

All BPS schools with CTE classes/programs were asked to respond to the Quality CTE Teacher Assessment Survey. Twelve standards of high-quality CTE were used as a benchmark to determine levels of performance and service to our students. The twelve standards were rated by the teachers on a scale of 0-3 that were defined as follows:

*0 = Not at all Achieved*: No evidence of the criterion in the program of study.

*1 = Minimally Achieved*: The criterion is minimally implemented in the program of study. For example:

• implementation is just beginning

• implementation is evident infrequently

• implementation is evident in a small portion of the program of study

• access is limited to a small segment of students

*2 = Moderately Achieved*: The criterion is evident in the program of study, but implementation is uneven or incomplete.

For example:

• only part of the criterion is evident

• implementation is evident part of the time, but not on a sustained/regular basis

• implementation is evident in portions of the program of study

• access is available to most, but not all students

*3 = Substantially Achieved*: The criterion has been fully implemented throughout the entire program of study. For example:

• all parts of the criterion are evident

• implementation is evident on a regular/ sustained basis

• implementation is evident across all portions of the program of study

• access is available to all students

A “points earned” total was derived for each standard and was calculated against the “points possible” to determine the % earned by standard. An overall score was determined by culminating all standards.

Teachers were instructed that the assessment was not evaluative but would be used to assist BPS CTE in focusing and improving specific inefficiencies to ensure that all students are positioned for career and college success.

***MIDDLE SCHOOL SELF-ASSESSMENT SURVEY RESPONSE RATES***

Input was received from 9 of our 9 middle schools, for a response rate of 100%:

Central, DeLaura, Hoover, Jackson, Jefferson, Johnson, Kennedy, Madison,

Southwest

All BPS MS CTE teachers were asked to respond to the survey for a total of 29 teachers. The response rate for middle school teachers was 100%.

***CATEGORIZATION OF SELF-ASSESSMENT SURVEYS***

Middle school classes were categorized as follows:

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| **Business** – Digital Information Technology, Computer Applications Business 1 and 2 |
| **Information Technology** – Exploring Technology, Coding Fundamentals |
| **Engineering** – Exploring Engineering |
| **Public Service** – Forensics |
| **Family Consumer Science** – Culinary |

***Standard 1 - Standards-aligned and Integrated Curriculum***

This element addresses the development, implementation, and revision of the program of study curriculum, including the relevant knowledge and skills taught in the program and the standards on which they are based.

* The curriculum is based on industry-validated technical standards and competencies.
* The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/ or local standards, as appropriate.
* The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications, and workplace etiquette.
* The curriculum allows for student application of integrated knowledge and skills in authentic scenarios.
* Program of study standards are publicly available and accessible to students, parents/guardians (as appropriate), partners and the public.
* The curriculum is reviewed regularly by all relevant stakeholders and revised as necessary to reflect the latest advances in the industry, evidence-based program models and evaluations of student performance.

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| **PROGRAM CATEGORY** | **SCORE** |
| Business | 87% |
| Information Technology (1) | 76% |
| Engineering (1) | 67% |
| Public Service (1) | 67% |
| Family Consumer Science | 77% |

(1) Curriculum is not reviewed by relevant stakeholders but is firmly rooted in industry standards.

***Standard 2 - Sequencing and Articulation***

This element addresses the development, implementation, and revision of the program of study curriculum, including the relevant knowledge and skills taught in the program and the standards on which they are based.

* The program of study starts with broad foundational knowledge and skills and progresses in specificity to build students’ depth of knowledge and skills.
* Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.
* The program of study sequence leads to one or more recognized postsecondary credentials, including industry certifications.
* Students in the program of study have opportunities to earn credit that articulates to the high school.
* Classes are coordinated with broader career pathways systems.

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| **PROGRAM CATEGORY** | **SCORE** |
| Business | 87% |
| Information Technology (1) | 66% |
| Engineering (1) | 60% |
| Public Service (1) | 60% |
| Family Consumer Science (2) | 49% |

(1) Formative knowledge may be lacking but skills developed will transition well.

(2) Middle school only one level "Culinary Careers." High school Food & Nutrition. There is not a 2nd course for either course.

***Standard 3 - Student Assessment***

This element addresses the types and quality of assessments used in the program of study, including the types of knowledge and skills that should be assessed, and assessments that lead to recognized postsecondary credentials.  the program and the standards on which they are based.

* Formative and summative assessments are integrated throughout the program of study to validate student learning gains, including both classroom/school-based and standardized, third-party assessments, as appropriate.
* Assessments are aligned to program standards and curriculum and appropriate to students’ current level of knowledge and skill attainment.
* Assessments are valid, reliable, and developed or chosen in accordance with relevant quality standards.
* The program of study incorporates multiple forms of assessment, including performance-based assessment where students must demonstrate the application of their knowledge and skills.
* Assessments within the program of study provide objective information on student attainment of industry-validated technical knowledge and skills.
* Assessments within the program of study provide objective information on student attainment of academic knowledge and skills.
* Assessments within the program of study provide objective information on student attainment of employability knowledge and skill.
* The program of study prepares students for assessments that lead to recognized postsecondary credentials, as available and appropriate.

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| **PROGRAM CATEGORY** | **SCORE** |
| Business | 88% |
| Information Technology (1) | 69% |
| Engineering (1) | 75% |
| Public Service (1) | 75% |
| Family Consumer Science | 89% |

(1) Almost entirely project based.

***Standard 4 - Prepared and Effective Program Staff***

This element addresses the qualifications and professional development of program of study staff, including secondary CTE teachers, postsecondary CTE faculty, administrators, and other personnel.

* CTE staff supporting the program of study meet appropriate state, district and/or institution certification and licensing requirements.
* CTE educators maintain up-to-date knowledge and skills across all aspects of an industry.
* CTE educators maintain relevant evidence-based pedagogical knowledge and skills.
* CTE staff engage in ongoing, rigorous professional development on a wide range of topics covering all elements of a high-quality program of study, as described in ACTE’s Quality CTE Program of Study Framework, which might include pursuit of advanced educator certification.
* CTE staff demonstrate leadership and commitment to the profession.
* CTE administrators ensure that other program staff have the time, resources, and support to implement each element of a high-quality program of study, as described in ACTE’s Quality CTE Program of Study Framework.
* CTE and academic staff collaborate regularly and frequently to coordinate curriculum, instruction, assessment, and extended learning activities and to analyze data for program improvement.

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| **PROGRAM CATEGORY** | **SCORE** |
| Business | 94% |
| Information Technology | 83% |
| Engineering | 86% |
| Public Service (1) | 86% |
| Family Consumer Science | 64% |

(1) Not given time or enough information about each program to prepare.

***Standard 5 - Engaging Instruction***

This element addresses instructional strategies within a student-centered learning environment that support student attainment of relevant knowledge and skills.

* Program of study instruction is driven by relevant content area standards and learning objectives.
* Project-based learning and related instructional approaches, such as problem-based, inquiry-based, and challenge-based learning, are fully integrated into the program of study.
* Contextualized instruction results in students applying technical, academic and employability knowledge and skills within authentic scenarios.
* Instruction emphasizes the connection between academic and technical knowledge and skills.
* Instruction incorporates relevant equipment, technology, and materials to support learning.
* Instruction is flexible, differentiated and personalized to meet the needs of a diverse student population.
* Management of the educational environment builds a culture of learning and respect.

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| **PROGRAM CATEGORY** | **SCORE** |
| Business | 87% |
| Information Technology (1) | 82% |
| Engineering (1) | 71% |
| Public Service (1) | 71% |
| Family Consumer Science | 83% |

(1) Almost entirely project-based, limited to free, older, or online resources.

***Standard 6 - Access and Equity***

This element addresses program of study promotion, student recruitment and strategies that support access and equity for various student populations, including by gender, race and ethnicity, and special population status (such as individuals with disabilities, individuals from economically disadvantaged families and English learners).

* The program of study is promoted to all potential participants and their parents/guardians (as appropriate), in a manner that is free from bias, inclusive and non-discriminatory.
* Students are actively recruited from populations that have been traditionally underrepresented, including by gender, race, and ethnicity, and/or special population status.
* Career guidance is offered to all potential and current program of study participants in a manner that is free from bias, inclusive and non-discriminatory.
* Facilities, equipment, technology, and materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act, and other accessibility requirements.
* Curriculum, instruction, materials, and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study, including through accommodations, as appropriate.
* Supportive services, such as tutoring and transportation assistance, are provided to ensure all students have the opportunity to achieve success in the program of study, as appropriate.
* Appropriate actions are taken to eliminate barriers to extended learning experiences, such as work-based learning, CTSO (Career and Technical Student Organizations) participation and articulated credit, for all students, including special populations.

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| **PROGRAM CATEGORY** | **SCORE** |
| Business | 91% |
| Information Technology | 76% |
| Engineering | 86% |
| Public Service | 86% |
| Family Consumer Science | 69% |

***Standard 7 – Facilities, Equipment, Technology and Materials***

This element addresses the alignment, appropriateness, and safety of the physical/material components of the program of study, including laboratories, classrooms, computers, industry-specific equipment, and tools and supplies that support learning.

* Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational practices and requirements.
* Facilities, equipment, technology, and materials support and align to curriculum standards and program objectives.
* Students demonstrate safe and appropriate use and maintenance of facilities, equipment, technology, and materials within the program of study.
* Processes are defined and resources provided to regularly inspect, update, and replace facilities, equipment, technology, and materials.
* The program of study maximizes student access to relevant facilities, equipment, technology and materials through partnerships and flexible delivery models.

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| **PROGRAM CATEGORY** | **SCORE** |
| Business | 85% |
| Information Technology (1) | 74% |
| Engineering (1) | 60% |
| Public Service (1) | 60% |
| Family Consumer Science | 61% |

(1) Equipment and standards for lab-based learning are under development.

***Standard 8 – Business and Community Partnerships***

This element addresses business and community partner recruitment, partnership structure and the wide variety of activities partners should be engaged in to support the program of study and ensure programs are aligned with workforce needs.

* Representatives of the program of study actively conduct outreach activities to develop partnerships to ensure the program of study is informed by employer and community needs.
* Partners (family and community members) support students’ and teachers’ extended learning by:
* identifying, providing, and evaluating work-based learning experiences for students
* participating in CTSO activities, i.e., serving as mentors/judges
* offering opportunities, such as externships, for educators to stay current with industry-relevant knowledge and skills
* Partners support the program of study in tangible ways, such as by investing funds, providing in-kind support and/or helping raise external funds to meet program of study goals.
* Partners support program of study sustainability by advocating for and promoting the program of study.
* Partners help to evaluate the effectiveness of the program of study in preparing students for further education and careers.

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| **PROGRAM CATEGORY** | **SCORE** |
| Business | 60% |
| Information Technology (1) | 34% |
| Engineering (1) | 53% |
| Public Service (1) | 53% |
| Family Consumer Science | 0% |

(1) Some engagement from partners, not consistent.

***Standard 9 – Student Career Development***

This element addresses strategies that help students gain career knowledge and engage in education and career planning and decision-making, including career counseling, career assessments, curricula that helps students learn about careers, information about educational opportunities and workforce trends, and job search information and placement services.

* Comprehensive career development is coordinated and sequenced to promote and support the career decision-making and planning of all students, including prior to entering the program of study.
* Each CTE student in the classes have a personalized, multi-year education and career plan that reflects exploration of the student’s interests, preferences, and abilities; and informs course selection, planning for further education and a career, and involvement in extended learning.
* Career development activities are aligned with relevant national, state and/or local standards.
* Students in the classes and their parents/guardians (as appropriate) are provided accurate and timely information on extended learning experiences available through the program of study, such as work-based learning, CTSO participation and articulated credit.
* Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on further education and training options, including application procedures, enrollment, financing, and their projected educational, employment and earnings outcomes.
* Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on regional occupational trends and outlooks, high-demand and high-wage career opportunities, and the educational pathways that lead to current and projected career opportunities.
* Career development professionals have access to professional development and up-to-date information on extended learning experiences, education and training options, and regional occupational trends to aid students in education and career planning and decision-making.

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| **PROGRAM CATEGORY** | **SCORE** |
| Business | 71% |
| Information Technology | 37% |
| Engineering | 48% |
| Public Service | 48% |
| Family Consumer Science | 21% |

***Standard 10 - Career and Technical Student Organizations (CTSOs)***

This element addresses CTSOs, which are organizations for individuals enrolled in CTE programs that engage in activities as an integral part of the instructional program, including the delivery and availability of CTSO opportunities for student skill and leadership development.

* The organization is an integral, intra-curricular part of the program of study, available to every student at some point during the program of study.
* The organization is aligned with relevant national, state and/or local standards.
* Organization activities develop and reinforce relevant technical, academic and employability knowledge and skills.
* The organization provides opportunities for students to interact with business professionals.
* The organization provides opportunities for students to participate in relevant competitive events.
* The organization provides opportunities for students to participate in relevant community and school service activities.

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| **PROGRAM CATEGORY** | **SCORE** |
| Business | 65% |
| Information Technology | 41% |
| Engineering  | 100% |
| Public Service | 100% |
| Family Consumer Science | 13% |

***Standard 11 - Work-based Learning***

This element addresses the delivery of a continuum of work-based learning involving sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in a given career field. Experiences may be delivered in workplaces, in the community, at educational institutions and/or virtually, as appropriate, and include a range of activities such as workplace tours, job shadowing, school-based enterprises, internships and apprenticeships.

* A full continuum of work-based learning experiences, progressing in intensity, is accessible to every student at some point during the courses.
* Work-based learning experiences develop and reinforce technical, academic and employability knowledge and skills by applying learning through career preparation and practical experiences.
* Work-based learning experiences are aligned to individual student's education and career goals through career exploration.
* Work-based learning experiences are provided through career training methods to maximize interactions with business professionals.
* Students engage in reflection and document learning resulting from work-based learning experiences, such as through a portfolio or presentation.

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| **PROGRAM CATEGORY** | **SCORE** |
| Business | 52% |
| Information Technology (1) | 16% |
| Engineering (1) | 0% |
| Public Service (1) | 0% |
| Family Consumer Science | 11% |

(1) No work-based learning.

***Standard 12 - Data and Program Improvement***

This element addresses collection, reporting and use of data for continuous evaluation and program improvement, as well as appropriate access to relevant data.

* All stakeholders understand why data are collected, how they will be used and their value in supporting student success.
* Processes and supports are in place in the courses to ensure the timely and accurate collection and submission of valid and reliable data for required reporting.
* Privacy and security protections that adhere to all federal, state, and local privacy laws are in place for data collection, storage, analysis, and reporting.
* Educators have access to relevant, valid, and reliable aggregate data on all students participating in the courses.
* Educators have access to relevant, valid, and reliable data disaggregated by gender, race and ethnicity, and special population status, thus facilitating the comparisons of access and performance among subpopulations and with the general student population and the identification of equity gaps.
* Data is shared in an easy-to-understand format with students, parents/guardians (as appropriate), partners and the public.
* There is a formal process in place for the systematic and continuous use of data, such as student access and performance data and program evaluation results, for program improvement, including addressing equity gaps.

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| **PROGRAM CATEGORY** | **SCORE** |
| Business | 75% |
| Information Technology | 71% |
| Engineering | 29% |
| Public Service | 29% |
| Family Consumer Science | 22% |