

**STATE OF MAINE
DEPARTMENT OF EDUCATION
CAREER AND TECHNICAL EDUCATION**

COMPREHENSIVE SCHOOL REVIEW



PROGRAM SELF-STUDY
Revised September 2010

**COMPREHENSIVE SCHOOL REVIEW
PROGRAM SELF-STUDY GUIDE**

Region/Center _____
Program Name _____

Date _____

PROGRAM SELF-STUDY SUBCOMMITTEE MEMBERS

NAME	POSITION

DIRECTIONS

Please record all responses using this word document format. All program self-study reports will be collected into one final self-study by the director of the region/center for electronic submission to the MDOE CTE.

Please review and discuss the program being reviewed, using the itemized criteria defined on the following pages of this self-study guide.

Please discuss and respond in writing to the topics and questions on the following pages. (Subcommittee consensus must be obtained prior to making any entry.)

Upon completion of the self-study, please prepare the summary page. To prepare for the site visit, assemble documentation and/or samples of all processes listed in your Self-Study responses.

Region/Center _____
Program Name _____

Date _____

A. DESCRIPTION OF PROGRAM

Give a brief overview of the program, including technical and academic skills taught within the context of the program; expected learning outcomes; course offerings within the program; and any pertinent anecdotal information that will increase an understanding about the program.

Example: The program provides students with an opportunity to develop skills in the areas of business concepts, applied economics, marketing techniques and competencies required. Completion of these competencies prepares a student for securing employment in a viable marketing job. The program consisting of Marketing I and Marketing II is two years in length – one period per day for five days a week.

B. INSTRUCTOR AND PROGRAM SCHEDULE

Provide a brief description of the instructor's professional background and the general class schedule for the courses taught in the program.

Example: The instructor's overall teaching schedule consists of two periods of Marketing classes; a computer literacy course; a Computer Applications I or II class (first and second semester), and a Web Page Design (first semester) or Presentation Graphics (second semester) class. The instructor has been with the program since 1992.

C. CLASSROOM

Describe the classroom and any physical lab space the program utilizes.

D. STUDENT ORGANIZATION AND COMMUNITY INVOLVEMENT

Describe the community involvement this program has, including any student leadership groups the students can participate in and community outreach efforts. Examples of cross-school collaboration that the program might have can be included.

Example: This instructor is also the advisor for the DECA program, an Association of Marketing Students. All Marketing students are DECA participants. The instructor has helped students organize and run fund raisers. These funds are used for student's participation costs in state and national competitions.

This program has a community service component added to the curriculum as recommended by the DECA guidelines. These students participate in the "Toys for Tots" program within the community and work with the local fire department. The students have also participated in a youth community event, "Lunch with Santa". Future plans for community development are currently underway and will feature pet rescue agencies. The Marketing students will "market" the rescued animals to potential new owners through a curriculum based variety of marketing tools. Collaboration with the video production class is anticipated.

E. PROGRAM ADVISORY COMMITTEE

Describe the advisory committee for this program, its role and its primary functions.

F. TECHNICAL SKILLS STANDARDS

What industry-related standards is the program using? Describe how the technical skills standards are presented within the program. Describe any standards work that the instructor has participated in.

G. CURRICULUM

Describe the program's written curriculum, using the following criteria as guidelines, and addressing the questions below:

- Student learning outcomes (a.k.a. program goals and objectives)
- A design for, and suggested sequence of, activities
- A list of required materials and resources
- Plans for assessment and evaluation
- Actual curriculum components should not be included in the Self-Study report but should be available for inspection during the school review visitation.
 1. How does the curriculum support achievement of the national industry-related standards, and how is this documented?
 2. How does the curriculum align with identified portions of the Common Core Standards?
 3. How does the curriculum support achievement of the Common Core Standards, and how is this documented?
 4. What current research findings were utilized in the development of the curriculum?
 5. What process was used to develop competency-based curricula?
 6. How does articulation and integration occur between and among subject or content areas? List examples of articulation and integration activities.
 7. How are program advisory committees utilized in the curriculum development process? Describe the makeup of the current advisory committee and list the businesses/industries represented.
 8. Provide evidence that program goals and objectives reflect the overall needs of business and industry. Identify examples of goals and objectives modified with the help of advisory committee input.
 9. How are student needs and interests identified? How is this information utilized in the development of the curriculum?
 10. What evidence exists that the curriculum reinforces the development of basic, career, and life skills?
 11. What processes are used to develop, evaluate, and revise curriculum?
 12. What is the frequency of curriculum evaluation? How is the center/region's Common Program Evaluation tool used for curriculum evaluation?
 13. How does the school use data from sending schools to evaluate and revise curriculum?
 14. How and to what extent do students learn all aspects of the industry?

H. INSTRUCTION

1. What types of classroom activities are provided to encourage students to become actively engaged in the learning process?
2. How is individual student progress monitored?

3. How are students encouraged and supported in their efforts to practice new skills?
4. How are program goals and objectives utilized in the development and delivery of instruction to students? Identify important instructional strategies that support program-specific goals and objectives.
5. How are the diverse interests, abilities, and learning styles of students identified?
6. What classroom instructional techniques are utilized in the delivery of instruction to students with diverse interests, abilities and learning styles?
7. How are classroom instructional techniques evaluated in their ability to encourage and support student learning? How is this evaluation information used to improve instructional teaching techniques?
8. How is the community utilized in the development and/or delivery of instruction to students?
9. How is classroom management techniques used to create an environment which is safe, orderly, comfortable and conducive to learning? Identify particular classroom management techniques that are used.

I. ASSESSMENT

1. What assessment instruments are used to assess student progress toward stated educational goals (including Technology Program Statewide Standards, national assessments and Maine Learning Results)?
2. Describe how these practices are used to evaluate program effectiveness in meeting stated program goals and objectives.
3. How has information collected from assessment instruments been used to benefit students?
4. What alternative assessment methods and techniques are used to assess students with special needs?
5. What criteria-referenced assessments are used to measure student projects? Identify any industry, state, or national certifications or licenses that students can attain.
6. What other techniques are used to assess student performance?
7. How are student s educational plans modified through the use of assessment data?
8. How is the curriculum modified through the use of assessment data?
9. How are teaching methods modified to meet student's needs?
10. How do the assessment methods used in the program give consideration to individual learning styles?
11. Describe the process used to monitor student progress.
12. By what means and how often are the monitoring process results are communicated:
 - a. Students
 - b. Parents
 - c. Teachers
 - d. Partner schools
 - e. School boards
 - f. Community
13. How is assessment at the center/region aligned with and supportive of the Comprehensive Local Assessment Systems (CLAS) at the respective partner schools? What policies are in place to promote this alignment?

SUMMARY

Region/Center _____ Date _____
Program Name _____

Upon completion of the self-study, please prepare the summary:

A. Summary Statement: _____

B. Please identify the strengths of this program: _____

C. Please identify the needs for this program: _____

D. Please list recommendations that would improve overall instruction within this program: _____

