ILLINOIS PROGRAMS OF STUDY SELF-ASSESSMENT

2008-09

Office of Community College Research and Leadership
University of Illinois

ILLINOIS PROGRAMS OF STUDY SELF-ASSESSMENT

This self-assessment tool was created to determine the current state of Career and Technical Education (CTE) programs and determine their readiness for implementation as Programs of Study. In the state of Illinois, Programs of Study are sequences of courses that incorporate a non-duplicative progression of secondary and postsecondary (community college and university) elements which include both academic and career and technical content.

INSTRUCTIONS FOR COMPLETING THIS SELF-ASSESSMENT

This self-assessment tool should be used to conduct a systematic review of current CTE programs to plan and implement Programs of Study. It is divided into six sections:

SECTION I: THE PARTNERS – This section asks questions to identify organizations that are formal Partners. This section should represent all current organizations in the Partnership.

SECTION II: EMPLOYERS AND OTHER PARTNERS – This section collects information about the commitment and capacity of other Partners besides educational Partners to Programs of Study. This section should be completed by each employer and other Partner.

SECTION III: CURRICULUM INVENTORY – This section assists each educational Partner (K-12, community college, university and any other educational organization) to review curriculum associated with current CTE and academic content courses and also identify dual and articulated credit courses. This Curriculum Inventory should be completed by each educational Partner.

SECTION IV: PROGRAMS OF STUDY READINESS – This section helps the educational Partners to determine which Programs of Study to implement, drawing on information in the Curriculum Inventory (Section III).

SECTION V: PROGRAMS OF STUDY DESIGN ELEMENTS – This section enables Partners to assess design elements aligned with the Guiding Principles of Programs of Study and help the Partners to select CTE programs. This section also provides questions to encourage a reflective dialogue among the Partners and set the stage for future implementation and evaluation.

SECTION VI: PROGRAMS OF STUDY IMPLEMENTATION REVIEW – This section provides a tool for planning and implementing Programs of Study by offering questions that give a starting point for future implementation.

SECTION I:
THE PARTNERS

SECTION I: THE PARTNERS – Information provided in this section should represent the entire Partnership, including all organizations that are considered Partners. Use additional sheets of paper to list all Partner organizations, as needed.

Title of the Partnership: _____

Lead Organization: _____

Contact Name: _____ **Job Title:** _____

Address: _____

_____

Phone: _____ **E-Mail** _____

1. How many secondary education organizations are considered a Partner in your Partnership? _____

   List all secondary education organizations.

   _____   _____
   _____   _____
   _____   _____
   _____   _____
   _____   _____
   _____   _____

2. How many community colleges are considered a Partner in your Partnership? _____

   List all community colleges.

   _____   _____
   _____   _____

3. How many universities are considered a Partner in your Partnership? _____

   List all four-year colleges and universities.

   _____   _____
   _____   _____
   _____   _____

4. How many business and industrial firms are considered a Partner in your Partnership? _____

   List all business and industry Partners.

   _____   _____
   _____   _____
   _____   _____

5. How many additional Partners are involved in your Partnership, including student organizations, parent organizations, community-based organizations, labor organizations and others? _____

   List all other Partners.

   _____   _____
   _____   _____
   _____   _____
   _____   _____

SECTION I: THE PARTNERS (continued) – These questions should be completed by each Partner.

1. What is the purpose of this Partnership?

2. What does it mean to be a Partner who collaborates?

3. Do we have the right Partners (who else needs to be involved)?

4. What would others say about the qualities of our Partnership?

5. How are commitment and capacity to implement Programs of Study shared throughout the Partnership?

SECTION II:
EMPLOYERS AND OTHER PARTNERS

SECTION II: EMPLOYERS AND OTHER PARTNERS – These questions should be completed by employers and other Partners (i.e., business, community-based organization, etc.).

PARTNER NAME: _____

1. What goals do you hope to achieve as a member of this Partnership?

2. Why did you agree to be a member of this Partnership?

3. What resources (e.g., financial, people, equipment, materials and other support) has your organization committed to CTE programs in the past?

4. Are there additional resources (e.g., financial, people, equipment, materials and other support) your organization plans to contribute to Programs of Study in the future?

5. In what ways could other Partners maximize your collaboration?

SECTION III:
CURRICULUM INVENTORY

SECTION III: CURRICULUM INVENTORY – This section should be completed by each secondary and postsecondary educational Partner.

PARTNER NAME: _____

For each Career Cluster (column one) write the name of current CTE programs (column two) that are aligned with each Career Cluster. Multiple programs can be aligned with each Career Cluster category. For each current CTE program, identify current CTE courses (column three) and the most advanced course requirements in the core academic subjects (column four) (e.g., English, Math, Science, Social Science). For more information about Career Clusters, see http://www.careerclusters.org/. Use additional sheets of paper for this Curriculum Inventory, as needed.

CAREER CLUSTER	CURRENT CTE PROGRAM	CTE COURSES (ALL LEVELS)	MOST ADVANCED ACADEMIC COURSE REQUIREMENTS
Agriculture, Food & Natural Resources			
Architecture & Construction			
Arts, Audio/Video Technology & Communications			
Business Management & Administration			
Education & Training			
Finance			
Government & Public Administration			

NOTE: For each secondary course listed in the third or fourth column designate orientation and training level courses by adding "*O*" or "*T*", and designate articulated and dual credit courses with an "*A*" or "*DC*".

SECTION III: CURRICULUM INVENTORY (continued) – This section should be completed by each secondary and postsecondary educational Partner.

CAREER CLUSTER	CURRENT CTE PROGRAM	CTE COURSES (ALL LEVELS)	MOST ADVANCED ACADEMIC COURSE REQUIREMENTS
Health Science			
Hospitality & Tourism			
Human Services			
Information Technology			
Law, Public Safety, Corrections & Security			
Manufacturing			
Marketing			
Science, Technology, Engineering & Mathematics			
Transportation, Distribution & Logistics			

NOTE: For each secondary course listed in the third or fourth column designate orientation and training level courses by adding "*O*" or "*T*", and designate articulated and dual credit courses with an "*A*" or "*DC*".

SECTION III: CURRICULUM INVENTORY (continued) – This section should be completed by each secondary and postsecondary Partner.

1. How does the curriculum reflect current educational, employer and industry standards?

2. How does pedagogy reflect diverse learner needs?

3. Describe the resources (e.g. financial, people, equipment, materials, technology and other support) available to deliver this curriculum.

4. How do you work with other Partners to develop, review and align this curriculum?

5. Describe the capacity of your organization to deliver this curriculum.

SECTION IV:
PROGRAMS OF STUDY READINESS

SECTION IV: PROGRAMS OF STUDY READINESS – This section should be completed by each educational Partner with business/industry Partner input.

PARTNER NAME:_____

CTE PROGRAM NAME: _____

To complete this section, review *Section III* and rate the readiness of each CTE program to implement as a Program of Study. Using a scale of 1 to 5, with 1 for *Not Ready* to 5 for *Very Ready*, circle the number that best represents your rating. After rating the program, add each column and put each sum in the "column total" boxes. Add the five column totals and put the sum in the "GRAND TOTAL RATING" box. Make a copy of this page and conduct this rating exercise for each CTE program cited in your inventory.

READINESS CRITERIA	Not Ready 1	2	3	4	Very Ready 5	BRIEF RATIONALE FOR RATING
The program has strong employment demand or is critical to the regional or state economy. See: http://lmi.ides.state.il.us/ for assistance with determining employment demand.	1	2	3	4	5	
There is substantial student interest in and demand for the program.	1	2	3	4	5	
Your organization has adequate capacity and commitment.	1	2	3	4	5	
The Partnership has adequate capacity and commitment.	1	2	3	4	5	
Key aspects of the program's curriculum are established or feasible to establish.	1	2	3	4	5	
COLUMN TOTAL:						**GRAND TOTAL RATING:** _____

SECTION IV: PROGRAMS OF STUDY READINESS (continued) – This section should be completed by each educational Partner with business/industry Partner input.

In the grid below rank order the CTE programs from highest to lowest based on "Grand Total Rating":

RANK	CTE PROGRAM	GRAND TOTAL RATING
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

SECTION V:
PROGRAMS OF STUDY DESIGN ELEMENTS

SECTION V: PROGRAMS OF STUDY DESIGN ELEMENTS – To be completed by each Partner.

PARTNER NAME:_____

Use this tool to assess the CTE programs that you are considering for implementation as Programs of Study. Each statement in this section is associated with the six Guiding Principles for Programs of Study Implementation. This tool provides an evidence-based method for selecting CTE programs for future implementation and will inform the evaluation system.

Guiding Principle	Principle Statement
1. Leadership, organization and support	Programs of Study are developed, supported and led with guidance from collaborative Partners.
2. Access, equity and opportunity	Each and every student has access to educational opportunities and services that enable their success.
3. Alignment and transition	Education and training providers, with input from business and industry, enhance alignment that facilitates student transition through the educational pipeline.
4. Enhanced curriculum and instruction	Curriculum and pedagogy involve rigorous and relevant instruction that enhance learning and enable students to attain academic and technical standards and credentials.
5. Professional preparation and development	Comprehensive and continuous professional development that impacts teaching and learning is delivered to enhance the recruitment, preparation, and retention of qualified instructional and administrative staff.
6. Program improvement and accountability	Data are collected, shared and utilized to improve outcomes and demonstrate accountability.

For the selected CTE program, rate each sample design element on its current level of implementation using the scale below.

1) **Little or no implementation**: Currently planning and/or pilot testing but have not yet started implementation.

2) **Limited or partial implementation**: Beyond the planning stage. Implementation efforts are new and not fully operational. Minimal monitoring of progress is occurring.

3) **Operational level of implementation**: Implementation efforts are fully operational and integrated into routine internal processes. Monitoring of progress is occurring regularly, and information is used to improve processes.

4) **Exemplary level of implementation**: Implementation efforts are considered to be fully mature and an example of best practice. Implementation and evaluation are integrated into a cohesive system.

SECTION V: PROGRAMS OF STUDY DESIGN ELEMENTS (continued)

Ratings of Guiding Principle Design Elements

The six Guiding Principles for Programs of Study implementation are presented below with five sample design elements for each principle. For each selected CTE program, choose the appropriate level of implementation of each sample design element and put the score (1-4) in the "Row Score" box. For each Guiding Principle, write the sum of the Row Scores in the "Design Elements Total" box.

GUIDING PRINCIPLES AND DESIGN ELEMENTS CTE Program Name:_____	Little or No	Limited or Partial	Operational	Exemplary	ROW SCORE
LEADERSHIP, ORGANIZATION AND SUPPORT: Programs of Study are developed, supported and led with guidance from collaborative Partners.					
1. The program has the commitment of necessary personnel (administrators, teachers, guidance counselors, business partners) with agreed upon roles and responsibilities.	1	2	3	4	
2. The program has a clear mission, vision, goals and expectations that are communicated to all partners and aligned with other policy initiatives.	1	2	3	4	
3. The program has a high level of commitment from top leadership and adequate resources to maintain sustainability.	1	2	3	4	
4. The program uses input from an active advisory committee, focuses on shared decision-making and receives necessary technical assistance.	1	2	3	4	
5. Partners share resources and work collaboratively with other organizations in the Partnership.	1	2	3	4	
Design Elements Total					
ACCESS, EQUITY AND OPPORTUNITY: Each and every student has access to educational opportunities and services that enable their success.					
6. Various strategies are used to recruit, enroll and retain students, including students who are underserved, under-represented and from special populations.	1	2	3	4	
7. The program is universally designed to help students overcome gaps and barriers to successful transition.	1	2	3	4	
8. Support services and resource networks are provided for students to help them succeed.	1	2	3	4	
9. Special population sub-groups are clearly identified so that their progress can be quantified and compared with other populations.	1	2	3	4	
10. Processes are in place to help students overcome barriers to initial entry or re-entry into education.	1	2	3	4	
Design Elements Total					

GUIDING PRINCIPLES AND DESIGN ELEMENTS CTE Program Name:_____	Little or No	Limited or Partial	Operational	Exemplary	ROW SCORE
ALIGNMENT AND TRANSITION: Education and training providers, with input from business and industry, enhance alignment that facilitates student transition through the educational pipeline.					
11. Program curricula are aligned to local, state and national education and industry standards.	1	2	3	4	
12. Articulation agreements are established that facilitate a seamless transition and non-duplicative curriculum.	1	2	3	4	
13. Program alignment provides multiple entry, exit and re-entry points that lead to certifications, stackable credentials and degrees.	1	2	3	4	
14. Data-sharing agreements are in place to measure individual student progress and transition over time.	1	2	3	4	
15. The program consists of a coherent sequence of courses and multiple opportunities to build "college knowledge".	1	2	3	4	
Design Elements Total					
ENHANCED CURRICULUM AND INSTRUCTION: Curriculum and pedagogy involve rigorous and relevant instruction that enhance learning and enable students to attain academic and technical standards and credentials.					
16. The program's curriculum includes career exploration, development and guidance.	1	2	3	4	
17. The program's curriculum provides integrated and rigorous CTE and academic content.	1	2	3	4	
18. The program offers work-based learning and expands use of technology.	1	2	3	4	
19. Dual credit opportunities are provided for CTE and academic courses.	1	2	3	4	
20. Contextual instruction is provided to enhance student learning.	1	2	3	4	
Design Elements Total					

GUIDING PRINCIPLES AND DESIGN ELEMENTS CTE Program Name:_____	Little or No	Limited or Partial	Operational	Exemplary	ROW SCORE
PROFESSIONAL PREPARATION AND DEVELOPMENT: Comprehensive and continuous professional development that impacts teaching and learning is delivered to enhance the recruitment, preparation, and retention of qualified instructional and administrative staff.					
21. Program provides professional development based on needs assessment.	1	2	3	4	
22. Processes are in place to ensure the recruitment, selection and retention of qualified teachers.	1	2	3	4	
23. Professional development focuses on classroom instruction and improving student outcomes.	1	2	3	4	
24. Professional development includes opportunities for secondary and postsecondary educators to collaborate to encourage curriculum alignment and integration.	1	2	3	4	
25. Professional development involves intensive, continuous training of all Partners.	1	2	3	4	
Design Elements Total					
PROGRAM IMPROVEMENT AND ACCOUNTABILITY: Data are collected, shared and utilized to improve outcomes and demonstrate accountability.					
26. The program regularly uses data and evaluation for planning, development and implementation.	1	2	3	4	
27. The program has procedures and processes in place to ensure collection of valid and reliable longitudinal data.	1	2	3	4	
28. Program data are cohort-based and can be disaggregated to determine the performance of sub-groups.	1	2	3	4	
29. Program activities are evaluated and data are shared for improvement and accountability.	1	2	3	4	
30. The program fosters a culture of continuous improvement.	1	2	3	4	
Design Elements Total					

SECTION V: PROGRAMS OF STUDY DESIGN ELEMENTS (continued)

Partner Self-Assessment Scorecard:

Insert the "Design Elements Total" for each Principle into column two, labeled "Score", and add to obtain the "Grand Total for CTE Program."

Guiding Principle	Score
Leadership, organization and support	
Access, equity and opportunity	
Alignment and transition	
Enhanced curriculum and instruction	
Professional preparation and development	
Program improvement and accountability	
Grand Total for CTE Program	

SECTION V: PROGRAMS OF STUDY DESIGN ELEMENTS (continued)

Partnership Self-Assessment Scorecard

The purpose of this exercise is for the Partnership to prioritize and select the CTE programs for implementation as Programs of Study. A suggested way to use this information is to convene the Partners and ask them to review the compiled results and discuss the CTE programs most ready to be implemented as Programs of Study.

Insert the "Grand Total Score" for the CTE program for each Partner (from the previous page) into the grid below.

	CTE Program Name _____ _____	CTE Program Name _____ _____	CTE Program Name _____ _____	CTE Program Name _____ _____	CTE Program Name _____ _____
	Score	**Score**	**Score**	**Score**	**Score**
Partner: _____					
Partner: _____					
Partner: _____					
Partner: _____					
Partner: _____					
Partner: _____					
Partner: _____					
Partner: _____					
Partner: _____					
Partner: _____					
Partner: _____					
Partner: _____					
Partner: _____					
Average Partner Score*					

*Total all Partner Scores and divide by the number of Partners.

If there are more Partners or CTE programs than the number of spaces on this grid, make additional copies.

SECTION V: PROGRAMS OF STUDY DESIGN ELEMENTS (continued) – These questions are posed to stimulate conversation among the Partners.

Partner Reflection

1. Identify the CTE program(s) that you have prioritized for implementation as Programs of Study.

2. What next steps will you take to implement the CTE program(s)?

3. How will you utilize the Programs of Study Guiding Principles and design elements?

4. What do you see as the greatest barriers to implementation of Programs of Study? How will these barriers be addressed?

5. What current strengths will you build on to support Programs of Study implementation?

SECTION VI:
PROGRAMS OF STUDY IMPLEMENTATION REVIEW

SECTION VI: PROGRAMS OF STUDY IMPLEMENTATION REVIEW – Completing this grid can serve to guide review, reflection and planning among the Partners.

Principle 1 – Leadership, Organization and Support

Principle Statement – Programs of Study are developed, supported and led with guidance from collaborative Partners.

	NOW	**FUTURE**	
PURPOSE	What is our purpose?	What became of our purpose?	Describe essential differences
STRATEGY	What actions shall we take?	What did we do?	Differences
OUTCOME	How shall we judge our success?	How well did we do?	Differences
REVIEW		What were the strengths?	What improvements are needed?

Principle 2 – Access, Equity and Opportunity

Principle Statement – Each and every student has access to educational opportunities and services that enable their success.

	NOW	**FUTURE**	
PURPOSE	What is our purpose?	What became of our purpose?	Describe essential differences
STRATEGY	What actions shall we take?	What did we do?	Differences
OUTCOME	How shall we judge our success?	How well did we do?	Differences
REVIEW		What were the strengths?	What improvements are needed?

Principle 3 – Alignment and Transition

Principle Statement – Education and training providers, with input from business and industry, enhance alignment that facilitates student transition through the educational pipeline.

	NOW	**FUTURE**	
PURPOSE	What is our purpose?	What became of our purpose?	Describe essential differences
STRATEGY	What actions shall we take?	What did we do?	Differences
OUTCOME	How shall we judge our success?	How well did we do?	Differences
REVIEW		What were the strengths?	What improvements are needed?

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Principle 4 – Enhanced Curriculum and Instruction

Principle Statement – Curriculum and pedagogy involve rigorous and relevant instruction that enhance learning and enable students to attain academic and technical standards and credentials.

	NOW	FUTURE	
PURPOSE	What is our purpose?	What became of our purpose?	Describe essential differences
STRATEGY	What actions shall we take?	What did we do?	Differences
OUTCOME	How shall we judge our success?	How well did we do?	Differences
REVIEW		What were the strengths?	What improvements are needed?

Principle 5 – Professional Preparation and Development

Principle Statement – Comprehensive and continuous professional development that impacts teaching and learning is delivered to enhance the recruitment, preparation, and retention of qualified instructional and administrative staff.

	NOW	**FUTURE**	
PURPOSE	What is our purpose?	What became of our purpose?	Describe essential differences
STRATEGY	What actions shall we take?	What did we do?	Differences
OUTCOME	How shall we judge our success?	How well did we do?	Differences
REVIEW		What were the strengths?	What improvements are needed?

Principle 6 – Program Improvement and Accountability

Principle Statement – Data are collected, shared and utilized to improve outcomes and demonstrate accountability.

	NOW	FUTURE	
PURPOSE	What is our purpose?	What became of our purpose?	Describe essential differences
STRATEGY	What actions shall we take?	What did we do?	Differences
OUTCOME	How shall we judge our success?	How well did we do?	Differences
REVIEW		What were the strengths?	What improvements are needed?

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