

ME CTE COMMON PROGRAM EVALUATION TOOL
SAMPLE TEMPLATE

PURPOSE OF PROGRAM EVALUATION

- Document the activities of and changes within the program during the current year
- Provide an opportunity for individual instructors to review their program(s) in conjunction with their program advisory committees
- Ensure that programs are comprehensive, state-of-the-art, and consistent with current instructional teaching methods and strategies based on Maine CTE statewide standards, national craft certification requirements, and dual enrollment program of studies.

This review should be conducted by the instructor and members of the Program Advisory Committee. The review will be conducted by the instructor on an annual basis. The review, once compiled will be reviewed by the Program Advisory Committee and CTE Director/Assistant Director for final approval. We will be completing this format every year and using this process to document changes taking place. All programs will be completing this evaluation tool every year.

INSTRUCTIONS FOR PROGRAM EVALUATION

This evaluation tool includes four formats: brief answers/list items; short narratives; a scoring rubric; and a portfolio for storing artifacts to supplement evaluation comments.

- Please record your responses electronically.
- Please date and sign at the end of the evaluation on a hard copy of the document.
- Submit a hard copy and an electronic version of the evaluation tool to the CTE director.
- Please save a hard copy and an electronic copy for your files.
- Please compile relevant artifacts in a folder or a three ring binder, including a brief description of each artifact.

CTE Center/Region name, address, phone number, website _____

CTE Center/Region director _____

Name of Program _____

CIP code _____

Program description _____

Instructor(s) _____

1. What are the student requirements and/or prerequisites for this program? _____
2. Please list the program technical skills standards _____
3. Please list the industry-related technical skills assessments that have been selected or are being piloted _____
4. Please describe the program planning process (employment needs assessment; role of PAC in program planning; equipment purchase and maintenance plans; schedule planning, etc.) _____
5. What is the student recruitment process for this program? _____
6. What connections with sending schools, business and industry, post-secondary schools has this program made? _____
7. Please provide enrollment and placement statistics, including special populations and non-traditional students
8. Describe the feedback regarding the program from students, media, community, etc. _____

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Program Evaluator: Please read and consider the Program Component and the four corresponding levels of description. In the “Evaluator’s score” section place the number that corresponds to the level you feel most aptly fits the component for program you are evaluating. The Program Evaluation Committee Chair will determine the average score for the committee members.

COMPONENT	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Program Curriculum <u>Evaluator’s score:</u>	Program has a written curriculum that is based on state or national standards and is updated on a yearly basis.	Program has a written curriculum that is based on state or national standards.	Program is not fully aligned with state or national standards, but is going to be within a year.	Program is working on alignment with state or national standards, but process is going to take more than a year.
Student Certification <u>Evaluator’s score:</u>	Students have the ability to earn a state or nationally recognized certification through this program.	Students cannot earn a state or nationally recognized certification at this time, but will be able to within a year.	Program is working on ability for students to earn a state or nationally recognized certification, but process will take more than a year to develop.	No state or nationally recognized certification exists for students to earn through this program. Instructor will work on this through MACTE Program Update meetings.
Articulation <u>Evaluator’s score:</u>	Program has at least one dual enrollment agreement in place.	Program has at least one articulation agreement in place, and is working on a dual enrollment agreement.	Program has at least one articulation agreement in place.	Program has no articulation agreements in place, and is working on creating one this school year.
Advisory Committees <u>Evaluator’s score:</u>	Advisory Committee includes at least one current student, one parent, 3 trade’s people and has a balance of males and females. Committee meets at least four times per year.	Advisory Committee includes at least one current student, one parent and 3 trade’s people. Committee meets at least three times per year.	Advisory Committee has made attempts to include one parent, current student and 3 trade’s people. Committee meets at least twice per year.	Advisory Committee has at least one trade’s person and student – current or past. Committee meets at least twice per year.
Facility <u>Evaluator’s score:</u>	Facility provides ample space and access to utilities for program to run effectively.	Facility provides near-ample space and access to utilities, requiring only a couple of minor upgrades for program to run effectively.	Facility needs a fair number of upgrades or changes for program to run effectively.	Facility requires a significant number of upgrades or changes for program to run effectively.
Equipment <u>Evaluator’s score:</u>	Program equipment includes current technology and is adequate for teaching the curriculum.	Program equipment is generally adequate for teaching the curriculum with some minor purchases needed.	A fair amount of equipment needs to be purchased that will require adjusting the budget to accommodate the purchases.	A significant amount of equipment needs to be purchased in order to adequately teach this program’s curriculum.
Instruction <u>Evaluator’s score:</u>	Instruction methods in this program are varied and applicable current technologies are used (Smart Board, Power Point, etc.). Instructional philosophy is based on differentiated teaching.	Instruction methods in this program are varied and some current technologies are used. Differentiated instruction methods are utilized regularly.	Instruction methods in this program are varied but not much current technology is utilized. Differentiated instruction methods are provided for the couple of students who need it.	Instruction methods in this program are somewhat varied. Little to no current technology is used in instruction. Few differentiated instruction methods are utilized.
Academic Integration <u>Evaluator’s score:</u>	Curriculum materials support consistent academic integration and academic outcomes are assessed.	Curriculum documents when and how academic alignment is provided. Academic outcomes may or may not be assessed.	Some integration of academic content occurs through individual lesson plans or through project directions or rubrics that include academic criteria.	Regular instructional strategies that support academic integration of English, math, science and social studies are not utilized.
Literacy Instruction <u>Evaluator’s score:</u>	In general, students in this program confidently apply literacy strategies to new contexts without teacher prompting or guidance.	In general, students in this program demonstrate competency in using specific literacy strategies to achieve tasks.	In general, students in this program understand that literacy skills support program content learning, but rely on teacher guidance or requirement to use specific literacy strategies.	In general, students in this program rarely make connections between the importance of literacy and their program here and often express frustration when asked to do literacy-related tasks.
Student Feedback <u>Evaluator’s score:</u>	Students have opportunities to provide ongoing, formal feedback about this program. Instructor seriously considers student feedback when revising curriculum, instruction and evaluation.	Students provide formal evaluation of program one time per year. Instructor considers student feedback when revising curriculum, instruction and evaluation.	Instructor considers informal feedback that students may occasionally give when revising curriculum, instruction and evaluation.	Instructor relies on own observations, without student feedback, when revising curriculum, instruction and evaluation.

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PROGRAM EVALUATION COMMITTEE MEMBERS

My signature below indicates that I have completed the Program Evaluation Tool.

<i>Name (printed)</i>	<i>Name (signature)</i>	<i>Date</i>	<i>Position</i>
<i>Name (printed)</i>	<i>Name (signature)</i>	<i>Date</i>	<i>Position</i>
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