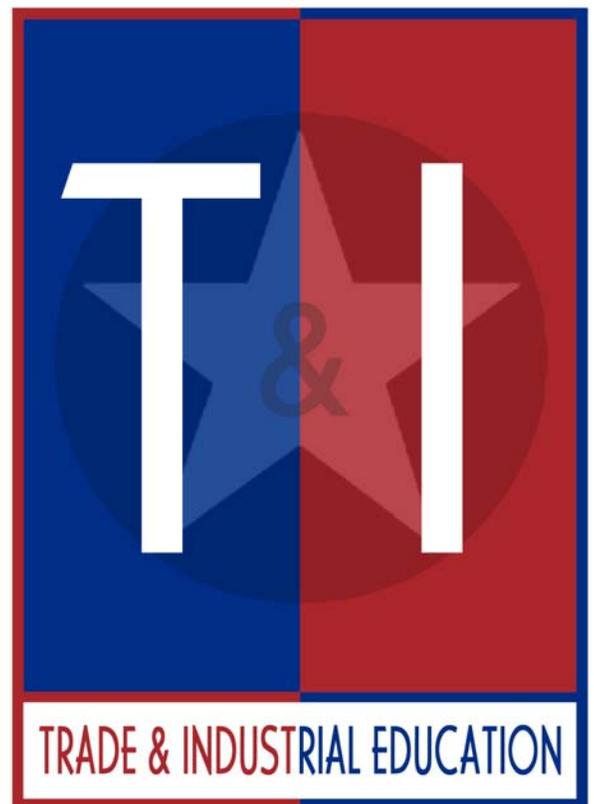


Trade and Industrial Education Program Evaluation



Introduction:

**(TAC), Title 19, Part II Chapter 75, Subchapter BB
75.1025 Program Evaluations.**

Each district and consortium shall annually evaluate its career and technology education programs.

The Trade and Industrial Education (TIE) Program Evaluation was developed to assist in evaluating current TIE programs. These criteria may be used to assist schools and TIE programs in identifying program strengths as well as areas for improvement.

The Program Evaluation Criteria were designed for use both by the individual instructor in conducting a comprehensive self-evaluation as well as by an external evaluation team.

The criteria listed do not incorporate all of the state and federal rules and regulations, but those selected should assist personnel in their efforts to off quality TIE programs which lead to higher student achievement.

Program Evaluation Team:

It is recommended that a team consisting of at least the following should conduct the T&I program evaluation process:

- Two or three instructors who are involved in TIE on the campus
- One counselor
- One administrator
- One student who is presently enrolled in TIE
- One person representing students with special needs
- At least two industry partners
- TIE Advisory Committee Chair or representative
- One parent of a present or former TIE student

Trade and Industrial Evaluation Program Evaluation Report

Report Date: _____

Name of School			
		TX	
Street Address	City	State	Zip Code
Name of Principal		Name of Career and Technology Education Director	
Name of School District			District Number
TIE Instructor	Highest Degree Held	Years of Teaching Experience	Years in Related Industry
TIE Instructor	Highest Degree Held	Years of Teaching Experience	Years in Related Industry
TIE Instructor	Highest Degree Held	Years of Teaching Experience	Years in Related Industry
Counselor		Counseling Assignment	
Administrator		Title	
Student		Years in TIE Program	Career Interest
Person Representing Students with Special Needs		Title	
TIE Industry Partner		Title	
TIE Industry Partner		Title	
TIE Advisory Committee Chair or Representative		Title	
Parent Member			



Trade and Industrial Education Program Evaluation

Levels of Assessment	Interpretation of Level
4-Excellent	Exceeds program standards
3-Good	Meets program standards. No need for additional technical assistance at this time, although some areas, as indicated, could be improved.
2-Needs Improvement	Generally falls below program standards. Demonstrates limited effectiveness. Additional technical assistance and/or resource utilization is a requirement for improvement.
1-Poor or Missing	Little or effectiveness. A great deal of technical assistance is an immediate need.
N/A-does not apply	Does not apply to this program.

Philosophy and Goals	4	3	2	1	N/A
A statement of philosophy and goals exists in written form (consistent with local, state, and national standards) and is available for administrators, instructors, parents, students, and industry partners to view.					
The program goals are reviewed annually by administrators, instructors, and education and industry partners.					
The philosophy, goals, and objectives of the program reflect the needs of students, parents, and the community.					
Student Enrollment	4	3	2	1	N/A
The number of special needs students enrolled in the program is in proportion to the number of special needs students enrolled on the campus.					
The program reflects non-traditional gender enrollments.					
Ethnic groups represented in the program reflect the ethnic composition of the school.					
Enrollment and class sizes are manageable and adhere to the recommended TEA guidelines.					
Appropriate procedures are followed with regard to placement of students with disabilities (Vocational Assessment; Placement by Admission, Review, and Dismissal committee).					
Student Documentation	4	3	2	1	N/A
Individual student folders are developed and maintained on a regular basis, and stored in a secure location.					
Students have a career concentration outlined by a Career Pathway on file.					
Career Pathways are reviewed annually and revised as necessary.					
Appropriate procedures are followed and documented with regard to making modifications for special needs students (Development of Individual Education Plan; Implementation of appropriate modifications to instruction and/or the instructional environment).					
Individual student mastery of safety concepts documented and on file (minimum grade of 90% on safety exam).					

Facilities and Equipment	4	3	2	1	N/A
The facility is well-maintained and in good condition.					
The facility has sufficient space, furniture, equipment, tools, materials and supplies to permit maximum individual student participation in all areas of the T&I program.					
Furniture, equipment, tools, materials and industry-specific technology items are systematically inventoried.					
Furniture, equipment, tools, materials and industry-specific technology are appropriately labeled and readily identified.					
Furniture, equipment, tools, materials and industry-specific technology are upgraded and/or replaced as necessary.					
Short and long-range plans have been developed for replacing/updating furniture, equipment, tools, and industry-specific technology.					
Sufficient and appropriate storage space is provided for equipment, tools, instructional supplies, materials, student supplies and confidential student files.					

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Standard I: Instructional Design:		4	3	2	1	N/A
Designs instruction appropriate for all students (Grades 8-12) that reflects an understanding of relevant content and is based on continuous and appropriate assessment.						
1.1	Lessons reflect an understanding of students' social and developmental characteristics					
1.2	Lessons address students' diverse backgrounds, skills, interests, and abilities					
1.3	A variety of techniques are used to motivate students and to address their learning styles and preferences					
1.4	The curriculum incorporates the Texas Essential Knowledge and Skills (TEKS) for Trade and Industrial Education					
1.5	Instruction makes connections across disciplines					
1.6	Instructional goals and objectives are clear, relevant, and assessed according to industry standards					
1.7	Materials and industry resources enhance student achievement					
1.8	Cognitive- and performance-based assessments are used to evaluate learners					
1.9	Assessment results are used to determine students' strengths and needs and to plan instruction					
1.10	Instructional activities progress sequentially, support stated instructional goals based on the Texas Essential Knowledge and Skills (TEKS), and are validated by a local advisory committee					
1.11	Activities utilize flexible groupings to engage students and to meet instructional goals					
1.12	Lessons and units provide opportunities for students to engage in reflection and closure					
1.13	Instruction applies knowledge in a variety of contextual activities (e.g., interpret technical data, solve industry-related problems)					
1.14	Curriculum incorporates components of all aspects of industry into the T&I classroom					
1.15	Instructional materials and practices are free from bias and discrimination.					
1.16	Instruction incorporates the use of technology where appropriate					

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Standard II: Instructional Management and Safety: Creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.						
		4	3	2	1	N/A
2.1	Strategies are used to ensure that classroom interactions are polite, respectful, and professional					
2.2	Instructional goals, tasks, interactions, assessments, and other elements of the classroom and laboratory environment convey high expectations for student achievement and meet industry standards					
2.3	Classroom rules and procedures, including an effective discipline management plan, promote a safe and effective learning environment					
2.4	Groups are organized and managed to ensure that students work together, and promote students' ability to assume responsible roles and develop collaborative skills and individual accountability applicable to industrial practice					
2.5	Activities and instructional time maximize student learning and safety					
2.6	Routines and procedures are implemented for the safe and effective management of instructional resources					
2.7	Non-instructional duties are coordinated with instructional activities					
2.8	Local, state, and national safety regulations are applied to provide a safe learning environment for students					
2.9	A safety plan for classroom, laboratory, and work-based learning settings complies with local, state, and federal rules and regulations					
2.10	Students maintain ethical work-based standards and monitor their own behavior					
2.11	Physical accessibility is monitored in the classroom and laboratory setting					

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Standard III: Instructional Delivery: Promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that engage students in the learning process, and timely, high-quality feedback.						
		4	3	2	1	N/A
3.1	Directions and procedures are communicated clearly, accurately, and with an appropriate level of detail (e.g., procedures, manuals, technical publications)					
3.2	Interpersonal skills (including both verbal and nonverbal skills) actively engage learners					
3.3	Communication techniques enable students to understand content (including questioning and student-led discussions and instructor-led small group discussions)					
3.4	Instructional methods, resources, and technologies are suitable for instructional goals and actively engage students in the instructional process					
3.5	Content capitalizes on students' prior knowledge, skills, and experiences					
3.6	Lessons are paced in response to student learning needs					
3.7	Strategies encourage self-motivation, creativity, and active engagement in learning					
3.8	Trade terminology enhances student learning					
3.9	Each student is provided with timely feedback that is accurate, constructive, and specific (e.g., grading rubrics, performance checklists, objective tests, peer critiques, etc.)					
3.10	Instruction is adjusted based on ongoing cognitive- and performance-based assessments of student knowledge and skills					
3.11	Alternative instructional approaches are used to ensure that all students learn and succeed					
3.12	Technology is used effectively to enhance instructional delivery					

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Standard IV: Professional Responsibilities:						
Exhibits professional roles and responsibilities and adheres to legal and ethical requirements of the profession.						
		4	3	2	1	N/A
4.1	Interactions with families and educational partners that have diverse characteristics, backgrounds, needs, skills, and abilities are appropriate					
4.2	Parent/guardian meetings are conducted appropriately					
4.3	Supportive and cooperative relationships with educational partners (internal and external) are maintained					
4.4	Collaborative decision making and problem solving with educational partners supports students' learning					
4.5	Professional responsibilities and duties are performed outside the classroom, laboratory, and work-based learning settings (e.g., serve on committees, volunteer to participate in events and project work with technical advisory committees)					
4.6	Membership is maintained in professional associations and participation occurs in various types of professional development opportunities (e.g., conferences, workshops, work with mentors and other support systems)					
4.7	Occupational specialization and pedagogical knowledge and skills are updated					
4.8	Self-assessment is used to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional and professional development goals					
4.9	Knowledge of legal, ethical, and workplace guidelines is used to develop behaviors in education and work-based situations					
4.10	Advisory committee meetings are conducted appropriately					
4.11	Accurate student and professional records are maintained					
4.12	Lifelong learning experiences are used					
4.13	Required occupational certification/licensure is maintained					

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Standard V: Work-Based Learning:		4	3	2	1	N/A
Understands work-based learning approaches and incorporates relevant experiences into the Trade and Industrial curriculum.						
5.1	Teaching strategies unique to work-based models are used					
5.2	Students are assisted in the transition from program completion to employment and/or higher education (e.g., employment opportunities, career preparation requirements, career development resources, career concentrations)					
5.3	Work-based learning activities are matched with student needs and goals					
5.4	Instruction complies with the requirements of work-based training					
5.5	Student progress is evaluated based on work-based standards					
5.6	Follow-up data is used to determine program effectiveness					
Standard VI: Collaborative Relationships:		4	3	2	1	N/A
Understands the role of external and internal partnerships and enters into collaborative relationships with industry, organized labor, parents/guardians, agencies, proprietary and postsecondary institutions, and the community in delivering the Trade and Industrial curriculum.						
6.1	Partnerships are developed among business, education, and community agencies					
6.2	Articulation agreements are developed with education and training partners					
6.3	Advisory committees are organized and meet as required					
6.4	Local civic and service organizations promote T&I education (e.g., market, recruit, provide resources)					
6.5	Educational personnel and community agency representatives are active in providing appropriate services for special needs students					

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Standard VII: Entrepreneurship: Understands the importance of essential entrepreneurial skills and incorporates these skills into the Trade and Industrial curriculum.						
		4	3	2	1	N/A
7.1	Instruction is provided in conducting a market analysis for developing a business plan					
7.2	Labor market information is used to analyze future work force opportunities					
7.3	Marketing and advertising procedures are used					
Standard VIII: Integration of Employability Skills: Understands and integrates employability skills into the Trade and Industrial curriculum.						
		4	3	2	1	N/A
8.1	Employability skills are incorporated in the curriculum					
Standard IX: Leadership: Understands and fosters the development of appropriate leadership skills through the delivery of the Trade and Industrial curriculum and the implementation of the T&I student organization.						
		4	3	2	1	N/A
9.1	Leadership skills are incorporated where appropriate					
9.2	Conflict-resolution skills are taught and applied					
9.3	Problem-solving techniques are taught and applied					
9.4	Students are provided with community service opportunities					
9.5	T&I program is marketed effectively					
9.6	A Trade & Industrial Career & Technology Student Organization (CTSO) chapter is established and is active					

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Standard X: Technology: Understands and integrates relevant technology in delivering the Trade and Industrial curriculum.						
		4	3	2	1	N/A
10.1	Technology applications promote and assess student learning					
10.2	Technology plans and associated budgets are used					
10.3	Technology is incorporated to improve students' knowledge and skill development					
10.4	Productivity tools are used for instructional and administrative tasks					
10.5	Technology is used for computer-mediated equipment and software for individualized instruction					
10.6	Technology is used for career guidance (e.g., assess for interest, aptitude, and abilities; career decision making)					
10.7	Technology is incorporated to reinforce academic skills					
Additional Strengths:						
Additional Areas for Improvement:						