

Oregon CTE Program of Study Quality Rubric

Secondary and postsecondary educators collaborated to develop this rubric from multiple national resources. The rubric is a tool to identify the existing status of programs in order to create goals for improvement. In general, level 3 represents the target for an approved CTE Program of Study.

Standards and Content				
Element	Level 1	Level 2	Level 3	Level 4
Rigorous Integrated Content Integrates rigorous technical and academic content.	Students in CTE classes do not have the opportunity to complete rigorous core academic course work that is applicable to career interests.	Students in CTE classes have limited opportunities to complete rigorous core academic course work that is applicable to career interests.	Students in CTE classes have numerous opportunities to complete rigorous core academic course work that is applicable to career interests.	Students in CTE classes complete rigorous core academic course work that is applicable to career interests.
	CTE teacher does not integrate core academic content into CTE courses as a natural part of the curriculum.	CTE teacher occasionally integrates core academic content into CTE courses as a natural part of the curriculum.	CTE teacher integrates core academic content into CTE courses as a natural part of the curriculum.	CTE and core academic content teachers integrate core academic content into CTE courses through collaboration as a natural part of the curriculum of both core courses and CTE courses.
Oregon Equity Lens: <i>Do decisions being made ignore or worsen existing disparities or produce other unintended consequences? What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)</i>				
Engaged Learning Engages students through instructional strategies that are relevant, authentic, and meet the needs	Instruction is teacher-centered where students generate answers to teacher questions.	Instruction uses a project-based approach with projects designed by the teacher.	Instruction uses a project-based approach with projects designed by teachers using input from students.	Instruction uses a project-based approach with projects defined by student career interests and student/community needs.

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and interests of all students	Student learning is not connected to aspects of school and community resources.	Student learning is occasionally connected to aspects of school and community resources.	Student learning is frequently connected to aspects of school and community resources	Student learning in CTE dissolves boundaries between school and community.
	Assessments are not connected to important industry-based standards.	Assessments address important industry-based standards.	Assessments address important industry-based standards and provide feedback to students and teachers resulting in improved practice.	Assessments are tailored to student interest and address important industry-based standards providing feedback to students and teachers resulting in improved practice.
<i>Oregon Equity Lens: How do you validate your assessments? How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met? What resources are you allocating for training in cultural responsive instruction?</i>				
*Coherent Curriculum Aligns to industry-recognized standards and sequenced to prepare students for their next steps.	One or more courses are offered that potentially align with industry-recognized standards and prepare students for their next education and career steps.	Program is working toward a full sequence of curriculum that is aligned with industry-recognized standards. Courses are partially sequenced to prepare students for their next education and career steps.	Full implementation of curriculum aligned to industry-recognized standards and taught in sequenced courses to prepare students for a postsecondary credential and career.	Curriculum aligned to industry-recognized standards and taught in sequenced courses to prepare students for a postsecondary credential and career is fully implemented and an institutionalized, integral part of the school's CTE offerings.

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	Courses are not consistently offered and there is no plan to work toward a CTE Program of Study.	A minimum of 1 high school credit is consistently offered with a plan to work toward a CTE Program of Study.	A minimum of 2 high school credits are offered in an approved CTE Program of Study	A minimum of 3 high school credits are offered in an approved CTE Program of Study.
	No connection to related postsecondary education.	Program has identified possible post-secondary alignment.	Program is aligned to post-secondary opportunities through collaboration.	High schools and college work together to transition students smoothly from program entrance through to completion and employment.
Oregon Equity Lens: <i>How does the investment, or resource allocation, advance opportunities for historically underserved students and communities?</i>				

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Alignment and Articulation				
Element	Level 1	Level 2	Level 3	Level 4
Partnerships Actively engages employer and educator partners to develop, enhance, and support the CTE program in a manner that is sustainable.	Partnerships not established.	Partnerships are informal with partners involved in program design and development.	Partnerships are somewhat formalized with partners involved in program design, development, and implementation.	Partnerships are formalized with agreements with partners involved in program design, development, implementation, and evaluation.
	Program does not support partners.	Program supports partners by helping students become aware of career pathways associated with the partners.	Program supports partners by opening opportunities for partners to provide career-related activities such as Career Related Learning Experiences, job shadows, mentorships, etc.	Program supports partners through participation in partner activities such as community college advisory committees and local Workforce Investment Board meetings.
Oregon Equity Lens: How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment?				
Credentials Links instruction to meaningful college credit or industry credentials that can lead to high wage and high demand occupations.	Program is in the process of researching appropriate and available certifications.	An appropriate industry credential is identified and available to program completers.	Some program completers earn an industry credential, or combination of credentials, that are approved by ODE.	A high percentage of program completers earn ODE approved industry recognized credentials, or a combination of credentials, that increase their employability in that industry.
Oregon Equity Lens: What is the potential impact of the resource allocation and/or strategic investment to underserved groups?				

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Alignment and Articulation				
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<p>*Facilities and Equipment</p> <p>Provides students with safe access to facilities and equipment that are appropriate to the type of instruction and reflect workforce needs.</p>	Provides basic facilities and equipment for elective coursework.	Provides basic facilities and equipment needs while planning to upgrade to industry standards that are appropriate for workforce needs.	Provides industry standard facilities and equipment that are appropriate for workforce needs.	Provides and maintains specialized equipment used to meet industry standard certification and/or local workforce needs.
	Facilities, equipment and environment do not reflect the diverse needs of ALL students.	Facilities, equipment and environment reflect needs of students that are traditional participants in the program.	Facilities, equipment, and environment reflect needs of ALL students.	Facilities, equipment, and environment reflect needs of ALL students.
	Basic safety and cleanliness standards are appropriate for a classroom.	Basic safety and cleanliness standards are appropriate for a classroom while learning and implementing industry guidelines.	Teaches and adheres to safety and cleanliness standards that are aligned to industry guidelines.	Teaches and adheres to safety and cleanliness standards that are aligned to industry guidelines and gain industry specific certification of compliance.
<p>Oregon Equity Lens: <i>How does the investment or resource allocation advance opportunities for historically underserved students and communities? Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and/or strategic investment to these groups? How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?</i></p>				

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Accountability and Evaluation				
Element	Level 1	Level 2	Level 3	Level 4
Continuous Improvement Revises the program of study based on student performance, economic demand, and employer requirements.	LEA data are available. CTE-specific data are not available.	CTE-specific data are collected and submitted.	CTE-specific data are collected and submitted.	CTE-specific data are collected and submitted.
		Instruction and program decisions are made without using program data.	Data are frequently used to inform instructional decisions.	Data are frequently used to inform instructional decisions. No programmatic decisions are made without consulting data.
<i>Oregon Equity Lens: What and how are you collecting data based on race, ethnicity, and native language? How does the investment or resource allocation advance opportunities for historically underserved students and communities?</i>				

Student Support Services				
Element	Level 1	Level 2	Level 3	Level 4
*Career Development Provides accurate and timely information and support that will help students identify, pursue, transition, and complete	Occasional career development activities are available to support students in exploring career options and opportunities.	Limited career development activities are available to support students in exploring career options and opportunities.	Career development activities are available and coordinated to support students in exploring career options and opportunities.	A system of comprehensive career development is coordinated and sequenced to promote and support the career decision making and planning of all students both prior to entering and during the program of study.

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pathways to future careers.	Personalized education and career plan exists but are mostly reflective. No career development tools and activities are used.	Limited implementation of a personalized education and career plan. Some career development tools and activities are used.	Most CTE students have a personalized education and career plan. Career development tools are used regularly.	Each CTE student in the program of study has a personalized, multi-year education and career plan, utilizes career development tools and activities that reflect student interests, preferences and abilities, and informs course selection and planning for further education and careers.
	Students are not provided with information on CTE programs and activities, post-high school application procedures and related career opportunities.	Students are provided limited information on CTE programs and activities, post-high school application procedures and related career opportunities.	Most CTE students are provided information on CTE programs and activities, post-high school application procedures and related career opportunities.	Students in the program of study and their parents/guardians, as appropriate, are provided accurate and timely information on CTE programs and activities, postsecondary options and post-high school application procedures, and related career opportunities.

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	CTE teachers and guidance, counseling and advisement professionals do not collaborate.	CTE teachers and guidance, counseling and advisement professionals collaborate on a limited basis.	Most CTE teachers and guidance, counseling and advisement professionals collaborate to provide information to students about CTE programming.	CTE teachers collaborate with guidance, counseling and advisement professionals to ensure access to current CTE program information and training, regional occupation trends, and current career information resources in order to assist students in education, career planning and decision-making.
Oregon Equity Lens: <i>What is your commitment to professional learning for equity? What resources are you allocating for training in cultural responsive instruction? Hat data and how are you collecting data on race, ethnicity, and native languages to inform practices?</i>				
Education for Employability Builds student employability skills through student leadership and work-based learning.	Students learn basic information and academic content.	Teachers identify and create curriculum that helps students develop employability skills.	Program explicitly incorporates employability skills into the CTE curriculum.	Program provides work-based learning opportunities that help students develop and master employability skills.
	No student organizations are active within content area.	Student leadership organizations are identified and instructor/advisor is working towards establishing local chapter.	Student leadership organization is established and active.	Students actively develop leadership skills through student organizations and competitive events.

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	Limited leadership opportunities.	Instructor informed about CTSO opportunities and leadership opportunities exist.	CTSO not fully integrated into coursework but students are involved in leadership activities.	CTSO integrated into coursework of the program and promotes development of a leadership portfolio.
	Limited inclusion of employability skills.	Discussion of employability skills.	Employability skills addressed but not explicit in the curriculum.	Explicit incorporation of employability skills throughout the CTE curriculum.
	Students learn about workplace as part of classroom instruction.	Short-term work-based learning opportunities.	Students have access to long-term work-based learning that is not coordinated.	Clear coordinated process for students to engage in long-term work-based learning.
Oregon Equity Lens: Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? Who are the racial/ethnic and underserved groups affected?				
Access and Equity Provides all students and their families with appropriate knowledge and experiences to help make informed education and career decisions.	Access to program of study is limited.	Program of study is available to all students.	Program of study has identified potential barriers and is designed for all students to succeed.	Programs of study access is a central part of school or district equity strategy.
	Students in CTE class(es) are not representative of students in the school or district.	Students in program of study are somewhat representative of students in the school or district.	Students in program of study are representative of students in the school or district.	Programs of study positively impact local industry representation.

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Student Support Services				
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	CTE student outcomes are not equitable; opportunity gaps are reflected among CTE students.	Some CTE student outcomes are equitable; some opportunity gaps are reflected among CTE students.	CTE student outcomes are equitable; there are no opportunity gaps reflected among CTE students.	CTE student outcomes are equitable and contribute to the elimination of opportunity gaps in school or district and local industry.
<p>Oregon Equity Lens: <i>What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial?) What is the impact of eliminating the opportunity gap? Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and/or strategic investment to these groups?</i></p>				

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Professional Development				
Element	Level 1	Level 2	Level 3	Level 4
Professional Development Promotes instructor professional growth that aligns with long-term program goals.	No evidence that professional development is linked to teaching practices in CTE courses.	Limited evidence that professional development is linked to teaching practices in CTE courses.	Regular evidence that professional development is linked to improvement of teaching practices in the CTE program.	Clear evidence that professional development is linked to innovation and development of quality teaching practices in the CTE program.
	No CTE professional development plan.	CTE professional development is evident but may not be linked to a formal plan.	A CTE professional development plan is clearly documented.	A CTE professional development plan is clearly documented and was developed using input from partners.
	Professional development goals, plans, and participation are loosely tied to CTE.	Professional development goals, plans, and participation are loosely tied to documented CTE program goals.	Professional development goals, plans, and participation are somewhat aligned to documented CTE program goals.	Professional development goals, plans, and participation are clearly aligned to documented CTE program goals.
Oregon Equity Lens: <i>What is your commitment to professional learning for equity in CTE? What resources are you allocating for training in cultural responsive instruction?</i>				

Explanation of Acronyms

CTE – Career and Technical Education
 CTSO – Career Technical Student Organization.
 LEA – Local Education Agency.
 ODE – Oregon Department of Education