



Coordinator Name

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Planning Team

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Description of the Program (2010-2012)

Curriculum and Instruction – Technical Education

Description of How the Program’s Services are Developed and Delivered

Curriculum for 35 two-year technical programs and academic (core subjects/fine arts/foreign language/physical education /interdisciplinary) is reviewed on a five-year cycle. Curriculum is updated as needed in response to market needs, new resource materials, new equipment purchases, and outdated tasks. Teachers follow curriculum in the creation of lesson plans and assessments for students.

Key Program Stakeholder Groups

- | | |
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| <input checked="" type="checkbox"/> Students | <input type="checkbox"/> Board of Education |
| <input type="checkbox"/> Parents | <input type="checkbox"/> Taxpayers |
| <input checked="" type="checkbox"/> Staff | <input type="checkbox"/> Other (Specify.) |
| <input checked="" type="checkbox"/> Administrators | |

Student and/or Stakeholder Needs Addressed by the Program

Staff have written program curricula to reflect the skills and knowledge that students will need to learn in order to be successful in entry-level employment or move to postsecondary training. New tasks are introduced and current tasks are updated or deleted depending on program needs. The theoretical and practical application of trade skills, as dictated by current training methods and employer needs, are critical components of the curriculum review process. Students are then better prepared to pass Technical Skills Assessments (T.S.A.) and End-of-Course Exams (E.O.C.).

<u>Overall Goals of the Program</u>	<u>Expected Measurable Outcomes</u>
Goal 1: Review curriculum on five-year cycle.	1.1 20% of Academic and Technical Curriculum will be reviewed each year. Updates will reflect new tasks deriving from new equipment purchases.
Goal 2: Align academic curriculum with Grade-Level Expectations.	2.1 Maintain 100% alignment of curriculum with Grade-level Expectations.
Goal 3: Review trade curriculum for alignment with Technical Skills Assessments.	3.1 20% of trade curriculum will be reviewed each year for alignment with TSA’s in areas which have state approved TSA’s.
Goal 4: Skills identified as essential will be covered in each two year program.	4.1 All 2 year programs will cover 100% of essential skills over 4 semesters.

Evaluation Questions

- What is the status of the program's progress toward achieving the goals?
- What do students and other stakeholders consider to be the strengths and weaknesses of the program?
- What do staff consider to be the strengths and weaknesses of the program?
- How does the program's actual implementation compare with the program's design?
- How should priorities be changed to put more focus on achieving the goals?
- How should goals be changed? Any added or removed?

Data Collection Methods

- Surveys and questionnaires
- Interviews
- Document reviews
- Observations (Performance tasks on trade program ISM's (Instructional Systems Management) lists
- Focus groups
- Case studies
- Assessments (Technical Skills Assessments and Missouri End-of-Course Exams)
- Other (Specify) (Trade-specific skills grading on trade program ISM's lists)



Evaluation Results

What is the status of the program's progress toward achieving the goals?

Goal 1: Review curriculum on five-year cycle.

Measurable Objective 1:	20% of Academic and Technical Curricula will be reviewed each year. Updates will reflect new tasks deriving from new equipment purchases.
Results: Over the 2010-12 school years, 40% of the academic and technical curricula were reviewed. Updates due to equipment purchases/new resources/state test requirements were incorporated into the curricula.	

Goal 2: Align academic curricula with Grade-Level Expectations.

Measurable Objective 1:	Maintain 100% alignment of curricula with Grade-level Expectations.
Results: 100% of academic subject curricula are aligned to state of Missouri Grade-Level Expectations.	

Goal 3: Review trade curriculum for alignment with Technical Skills Assessments.

Measurable Objective 1:	20% of trade curricula will be reviewed each year for alignment with TSA's in areas which have state-approved TSA's.
Results: For the 2010-12 school years, 40% of trade curricula were reviewed and aligned with skills components from state-approved TSA's.	

Goal 4: Skills identified as essential will be covered in each two-year program.

Measurable Objective 1:	All two-year programs will cover 100% of essential skills over four semesters.
Results: All industry-recognized essential skills in two-year programs are addressed during the four semesters of instruction.	

What do key staff and stakeholders consider to be the strengths and opportunities for improvement /weaknesses of the program?

Strengths

- *Strength 1 – Staff and stakeholders believe that implementing the five-year curriculum review has been instrumental in updating objectives to benefit students moving into industry or postsecondary training. Changes oftentimes come from advisory boards that represent the business sector.*
- *Strength 2 - This review process causes administrators and instructors to reflect on providing support to programs in need of new resource materials, shop, and equipment needs.*
- *Strength 3 – As needs are considered, curriculum review leads to objectives that are specific, measurable, and realistic for the task. Changes in curriculum are approved by the program's advisory board.*

- *Strength 4 – As a result of on-going advisory committee input, trade curricula are closely aligned to industry standards.*

Opportunities/Weaknesses

- *Opportunity 1 – Faculty have expressed a need for curriculum changes to address equipment purchases or changing state/industry standards when their programs are not on the current five-year cycle.*
- *Opportunity 2 – The Technical Education Curriculum Department will need to realign curricula to meet common core standards for school year 2014-15.*

How well aligned are the program’s priorities and processes with the goals of the program?

The curriculum processes and procedures that the Technical Education Department has established at the Central Office level are strictly adhered to by administrators and staff. The five-year review allows for equitable time and resources in meeting the curricular needs of all academic courses and technical programs, a major goal for the curriculum department. Curriculum goals for the programs, particularly those under the yearly review, include updating objectives, materials, resources, and equipment, as well as addressing teacher training needs.

Deployment Level of Program Services: Services are fully deployed without significant weaknesses or gaps in any areas or schools.

Should priorities be changed to put more focus on achieving the goals?
Should goals be changed, added or removed?

Yes No
 Yes No

Evaluation Implications

General Recommendation Resulting from the Evaluation

Select from the following possible recommendations resulting from the evaluation:

- Continue the program as is. It is meeting or exceeding all expected outcomes.
- Expand the program, replicating effective components.
- Streamline, refine, or consolidate elements of the program.
- Redesign the program.
- Reevaluate the purpose and/or goals of the program.
- Discontinue ineffective or nonessential program components.
- Discontinue the program.
- Other (Specify.)

Status of Prior Program Evaluation Recommendations

1. *“Lesson plans need to be continually updated as instructional practices and curriculum changes are instituted.”*

As new objectives are integrated into curriculum, whether due to equipment/software/resources updates or industry needs, lesson plans are entered to support those objectives.

2. *“Teachers will need to be trained on the new common Core State Standards” and “Curriculum revisions will be required to meet the new Common core State Standards.”*

To address these concerns, groups of academic teachers/administrators/facilitators have attended various Common Core Standards conferences and webinars throughout the St. Louis area. (sponsored by Cooperating School Districts, The Department of Elementary and Secondary Education, The Leadership and Learning Center, and the Show-Me Curriculum Coordinators Association).

Action Plans

Program teachers who have extensive curricular needs outside of the five-year plan cycle will be offered compensation for their assistance in developing lesson objectives and researching additional resources. These academic and trade program teachers will work in conjunction with Central Office staff. Adjustments to the five-year plan will be made to accommodate program needs if those programs are within a year of their scheduled review.

To more fully understand the new academic Common Core Standards for curriculum, central office staff have attended various state-supported workshops and webinars. Lead teachers at North Technical High School have also attended these functions. The curriculum budget will allow the central office staff to enlist the assistance of these teachers in the alignment process over the next two years. Staff will also search for software resources that align curricula with these new Common Core Standards.

Cost and Funding Source

The current curriculum budget fully covers the areas of Instructional Program Improvement, Professional/Technical Services, Technology Services, Conventions/Seminars, Dues and Memberships, General Supplies, and Textbooks. The curriculum teacher fund budget covers payments to personnel for curriculum and instruction work outside of normal work days, including summer hours.