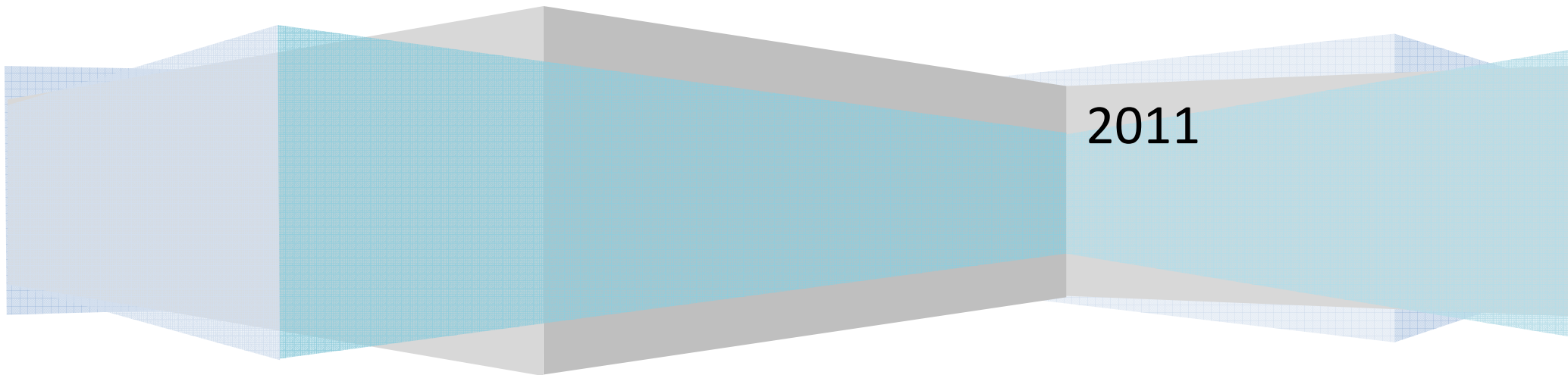


PROGRAMS OF STUDY: DISTRICT/CAMPUS ANALYSIS

SURVEY AND ACTION STEPS

A TOOL FOR COLLEGE AND CAREER READINESS

This rubric, customized for Texas, was developed using resources from the United States Department of Education, Office of Vocational and Adult Education, National Research Center for Career and Technical Education, and MPR Associates, Inc.



PROGRAM OF STUDY: DISTRICT/CAMPUS ANALYSIS SURVEY AND ACTION STEPS

Current Status of POS Development and Implementation

In the worksheet below, please consider the current status of your POS development and implementation efforts as defined by the POS framework elements. The status analysis may offer a comprehensive review of your overall POS readiness and capacity assessment by seeing which elements surface as a focus for continued development, technical assistance, or professional development. If a particular element(s) surface as having a weak current status or is determined to be of critical importance, a deeper analysis of the individual POS element should be considered. The POS element templates can serve as a tool to determine appropriate interventions to strengthen the development and implementation of a particular POS element.

POS Framework Elements	Current Status			Importance		
	None	In Progress	Operational	Low	Important	Critical
Legislation and Policies	1	2	3	1	2	3
Partnerships	1	2	3	1	2	3
Professional Development	1	2	3	1	2	3
Accountability and Evaluation Systems	1	2	3	1	2	3
College and Career Readiness Standards	1	2	3	1	2	3
Course Sequences	1	2	3	1	2	3
Credit Transfer Agreements	1	2	3	1	2	3
Guidance Counseling and Academic Advising	1	2	3	1	2	3
Teaching and Learning Strategies	1	2	3	1	2	3
Academic and Technical Skill Assessments	1	2	3	1	2	3

PROGRAM OF STUDY: DISTRICT/CAMPUS ANALYSIS SURVEY

State Legislation and Local Policies

Analyze your development and appropriate implementation progress of state and local policy using the measurement criteria listed. Determine the level that most closely aligns with the progress made toward addressing appropriate policy implementation. The self analysis survey is intended to be an authentic gauge of actual implementation. Results from the self-analysis can be used to target areas for technical assistance and professional development. An analysis of the level of importance can assist in establishing the priority and possible timeline for implementing technical assistance and scheduling professional development.

Implementation Characteristics	Current Status	Importance
Provision for initial development of POS including formation of advisory teams and analysis of labor market demand	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Instructors of both academic and technical courses have access to relevant professional development and release time to collaborate on curriculum integration	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Advisory committees consisting of secondary, postsecondary, business and industry representatives convene regularly to assess quality and need for developing and current POS	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Districts have graduation requirements and policies that support the creation of POS. All students have access to information regarding career planning and POS. The district has considered implications of GPA calculations for POS.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Overall Status Summary	Current Status	Importance
After consideration of the implementation characteristics, please rank: 1) your current status of POS policy implementation and 2) the level of importance this element has to your POS implementation. Transfer these rankings to the Self-Analysis Summary report to compare the status and importance of this element to the other POS framework elements.	1 None 2 In Progress 3 Operational	1 Low 2 Important 3 Critical

PROGRAM OF STUDY: DISTRICT/CAMPUS ACTION STEPS

Legislation and Policies

In the section below, identify your current capacity assets in the area of Legislation and Policies by responding to the question prompts. Give equal analysis to local barriers, items of critical importance, and steps needed to remedy these capacity concerns.

Local Self-Assessment	Items of Critical importance/Action Steps
<ul style="list-style-type: none">• What's working well that is worth keeping?• What goals do you have to sustain and enhance the level of collaboration among the partners?• What strategies will you use to sustain the engagement of partnership members?• How will you know if your partnership is being successful?	<ul style="list-style-type: none">• What will be new or needs to be revised?• What strategies will you use to address items identified as being of critical importance?• What are the indicators you will use to measure your improvement?• How will you know if you are successful? When?
Notes	Notes

PROGRAM OF STUDY: DISTRICT/CAMPUS ANALYSIS SURVEY

Partnerships

Analyze your development and appropriate implementation progress for Partnerships according to the measurement criteria listed. Determine the level that most closely aligns with the progress made toward partnership development and implementation. The self analysis survey is intended to be an authentic gauge of actual implementation. Results from the self-analysis can be used to target areas for technical assistance and professional development. An analysis of the level of importance can assist in establishing the priority and possible timeline for implementing technical assistance and scheduling professional development.

Implementation Characteristics	Current Status	Importance
The partnership operates through a memorandum of understanding that describes the roles and responsibilities of each member of the partnership	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
The partnership, balanced with a variety of stakeholders and person who can influence decisions that affect the program of study, meets regularly to consider actions requiring input from program stakeholders and employers.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
The partnership hears progress reports, makes recommendations and receives administrative feedback on actions taken on prior recommendations address the following: economic and workforce development needs, funding, POS content standards, assessments documenting student attainment of technical skills, student college and career transitions, and the availability of dual, concurrent, and Tech Prep credit opportunities.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
The partnership takes ownership of the program of study and works with educational leadership to ensure a relevant, high level of implementation at the local level.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
The partnership advocates for learner access, monitors content rigor, and ensures quality of POS and the related articulation agreements between educational partners.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
The partnership committee uses the national career cluster advisory committee resources and state resources for decision making.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Overall Status Summary	Current Status	Importance
After consideration of the implementation characteristics, please rank: 1) your current status of POS Partnership implementation and 2) the level of importance this element has to your POS implementation. Transfer these rankings to the Self-Analysis Summary report to compare the status and importance of this element to the other POS framework elements.	❶ None ❷ In Progress ❸ Operational	❶ Low ❷ Important ❸ Critical

PROGRAM OF STUDY: DISTRICT/CAMPUS ACTION STEPS

Partnerships

In the section below, identify your current capacity assets in the area of Partnerships by responding to the question prompts. Give equal analysis to local barriers, items of critical importance, and steps needed to remedy these capacity concerns.

Local Self-Assessment	Items of Critical importance/Action Steps
<ul style="list-style-type: none"> • What's working well that is worth keeping? • What goals do you have to sustain and enhance the level of collaboration among the partners? • What strategies will you use to sustain the engagement of partnership members? • How will you know if your partnership is being successful? 	<ul style="list-style-type: none"> • What will be new or needs to be revised? • What strategies will you use to address items identified as being of critical importance? • What are the indicators you will use to measure your improvement? • How will you know if you are successful? When?
<p>Notes</p>	<p>Notes</p>

PROGRAM OF STUDY: DISTRICT/CAMPUS ANALYSIS SURVEY

Professional Development

Analyze your development and appropriate implementation progress for Professional Development according to the measurement criteria listed. Determine the level that most closely aligns with the progress made toward Professional Development implementation. The self analysis survey is intended to be an authentic gauge of actual implementation. Results from the self-analysis can be used to target areas for technical assistance and professional development. An analysis of the level of importance can assist in establishing the priority and possible timeline for implementing technical assistance and scheduling professional development.

Implementation Characteristics	Current Status	Importance
The District has a process in place whereby instructors are an integral part of POS development and planning processes.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Professional development opportunities are high quality, sustained, intensive, and focus on instruction with appropriate administrative follow-up to ensure effective implementation.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Technical and academic instructors have regular opportunities to jointly develop and implement curriculum that is both academically challenging and technically rigorous.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Secondary and postsecondary instructors have regular opportunities to meet and design vertical curriculum. Secondary instructors use college/career readiness standards (core and cross disciplinary) to develop secondary curricula.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
High quality professional development is offered on contextual teaching strategies including project based, problem based, and career prep instruction. Instructors receive consistent mentoring and coaching opportunities to follow up on professional development.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Overall Status Summary	Current Status	Importance
After consideration of the implementation characteristics, please rank: 1) your current status of Professional Development and 2) the level of importance this element has to your POS implementation. Transfer these rankings to the Self-Analysis Summary report to compare the status and importance of this element to the other POS framework elements.	❶ None ❷ In Progress ❸ Operational	❶ Low ❷ Important ❸ Critical

PROGRAM OF STUDY: DISTRICT/CAMPUS ACTION STEPS

Professional Development

In the section below, identify your current capacity assets in the area of Professional Development by responding to the question prompts. Give equal analysis to local barriers, items of critical importance, and steps needed to remedy these capacity concerns.

Local Self-Assessment	Items of Critical importance/Action Steps
<ul style="list-style-type: none">• What's working well that is worth keeping?• What goals do you have to sustain and enhance the level of collaboration among the partners?• What strategies will you use to sustain the engagement of partnership members?• How will you know if your partnership is being successful?	<ul style="list-style-type: none">• What will be new or needs to be revised?• What strategies will you use to address items identified as being of critical importance?• What are the indicators you will use to measure your improvement?• How will you know if you are successful? When?
Notes	Notes

PROGRAM OF STUDY: DISTRICT/CAMPUS ANALYSIS SURVEY

Accountability and Evaluation Systems

Analyze your development and appropriate implementation progress for Accountability and Evaluation according to the measurement criteria listed. Determine the level that most closely aligns with the progress made toward accountability and evaluation development and implementation. The self analysis survey is intended to be an authentic gauge of actual POS implementation. Results from the self-analysis can be used to target areas for technical assistance and professional development. An analysis of the level of importance can assist in establishing the priority and possible timeline for implementing technical assistance and scheduling professional development.

Implementation Characteristics	Current Status	Importance
Program data is regularly used and evaluated for planning, development, implementation, and improvement.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
The CTE program has procedures and processes in place to ensure collection of valid and reliable longitudinal data.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Performance data is used to monitor the college and career readiness of students incorporating longitudinal data systems elements across educational levels and into employment.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Performance data is disaggregated to analyze the performance of sub-groups.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Program data is shared with faculty and analyzed for program and classroom improvement.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
The school fosters a culture of continuous improvement.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Overall Status Summary	Current Status	Importance
After consideration of the implementation characteristics, please rank: 1) your current status of Accountability and Evaluation Systems and 2) the level of importance this element has to your POS implementation. Transfer these rankings to the Self-Analysis Summary report to compare the status and importance of this element to the other POS framework elements.	❶ None ❷ In Progress ❸ Operational	❶ Low ❷ Important ❸ Critical

PROGRAM OF STUDY: DISTRICT/CAMPUS ACTION STEPS

Accountability and Evaluation Systems

In the section below, identify your current capacity assets in the area of Accountability and Evaluation Systems by responding to the question prompts. Give equal analysis to local barriers, items of critical importance, and steps needed to remedy these capacity concerns.

Local Self-Assessment	Items of Critical importance/Action Steps
<ul style="list-style-type: none"> • What's working well that is worth keeping? • What goals do you have to sustain and enhance the level of collaboration among the partners? • What strategies will you use to sustain the engagement of partnership members? • How will you know if your partnership is being successful? 	<ul style="list-style-type: none"> • What will be new or needs to be revised? • What strategies will you use to address items identified as being of critical importance? • What are the indicators you will use to measure your improvement? • How will you know if you are successful? When?
<p>Notes</p>	<p>Notes</p>

PROGRAM OF STUDY: DISTRICT/CAMPUS ANALYSIS SURVEY

College and Career Readiness Standards

Analyze your development and appropriate implementation progress for College and Career Readiness Standards according to the measurement criteria listed. Determine the level that most closely aligns with the progress made toward College and Career Readiness Standards implementation. The self analysis survey is intended to be an authentic gauge of actual implementation. Results from the self-analysis can be used to target areas for technical assistance and professional development. An analysis of the level of importance can assist in establishing the priority and possible timeline for implementing technical assistance and scheduling professional development.

Implementation Characteristics	Current Status	Importance
The program of study is fully aligned with the Texas College and Career Readiness Standards in all 4 core academic areas. Non-core courses are aligned to the Texas academic and cross disciplinary college and career readiness standards.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
District leadership monitors full implementation of the TEKS in academic and technical courses identified in the program of study.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Strategic alignment of academic and technical courses is sufficient in rigor for students to reach college and career readiness which is tied to the identified occupational objective of the program of study.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
The program of study is aligned with current technical content standards validated through the national career cluster knowledge and skill statements, or other third-party review.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Overall Status Summary	Current Status	Importance
After consideration of the implementation characteristics, please rank: 1) your current status of POS College and Career Readiness Standards and 2) the level of importance this element has to your POS implementation. Transfer these rankings to the Self-Analysis Summary report to compare the status and importance of this element to the other POS framework elements.	❶ None ❷ In Progress ❸ Operational	❶ Low ❷ Important ❸ Critical

PROGRAM OF STUDY: DISTRICT/CAMPUS ACTION STEPS

College and Career Readiness Standards

In the section below, identify your current capacity assets in the area of College and Career Readiness Standards by responding to the question prompts. Give equal analysis to local barriers, items of critical importance, and steps needed to remedy these capacity concerns.

Local Self-Assessment	Items of Critical importance/Action Steps
<ul style="list-style-type: none">• What's working well that is worth keeping?• What goals do you have to sustain and enhance the level of collaboration among the partners?• What strategies will you use to sustain the engagement of partnership members?• How will you know if your partnership is being successful?	<ul style="list-style-type: none">• What will be new or needs to be revised?• What strategies will you use to address items identified as being of critical importance?• What are the indicators you will use to measure your improvement?• How will you know if you are successful? When?
Notes	Notes

PROGRAM OF STUDY: DISTRICT/CAMPUS ANALYSIS SURVEY

Course Sequences

Analyze your development and appropriate implementation progress for Course Sequences according to the measurement criteria listed. Determine the level that most closely aligns with the progress made toward Course Sequences implementation. The self analysis survey is intended to be an authentic gauge of actual implementation. Results from the self-analysis can be used to target areas for technical assistance and professional development. An analysis of the level of importance can assist in establishing the priority and possible timeline for implementing technical assistance and scheduling professional development.

Implementation Characteristics	Current Status	Importance
The program of study is K-12 vertically aligned with Texas academic standards for all core areas.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
CTE courses in the program of study start broad and lead to specialization though the educational process. If the program of study does not offer CTE courses, the area of focus starts broad leading to specialization in postsecondary. Each program of study should create opportunities for a “capstone” course or experience.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Courses are articulated to build depth of knowledge and skills without duplication and fully integrate opportunities for students to earn college credit documented on transcript in high school.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
The program of study creates a “map” to prepare students for the transition to postsecondary education. The program of study must include a formal credentialing program, and/or a two-year degree program, and/or a four-year degree program and is consistent with the student’s career goals.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Overall Status Summary	Current Status	Importance
After consideration of the implementation characteristics, please rank: 1) your current status of POS Course Sequences and 2) the level of importance this element has to your POS implementation. Transfer these rankings to the Self-Analysis Summary report to compare the status and importance of this element to the other POS framework elements.	❶ None ❷ In Progress ❸ Operational	❶ Low ❷ Important ❸ Critical

PROGRAM OF STUDY: DISTRICT/CAMPUS ACTION STEPS

Course Sequences

In the section below, identify your current capacity assets in the area of Course Sequences by responding to the question prompts. Give equal analysis to local barriers, items of critical importance, and steps needed to remedy these capacity concerns.

Local Self-Assessment	Items of Critical importance/Action Steps
<ul style="list-style-type: none">• What's working well that is worth keeping?• What goals do you have to sustain and enhance the level of collaboration among the partners?• What strategies will you use to sustain the engagement of partnership members?• How will you know if your partnership is being successful?	<ul style="list-style-type: none">• What will be new or needs to be revised?• What strategies will you use to address items identified as being of critical importance?• What are the indicators you will use to measure your improvement?• How will you know if you are successful? When?
Notes	Notes

PROGRAM OF STUDY: DISTRICT/CAMPUS ANALYSIS SURVEY

Credit Transfer Agreements

Analyze your development and appropriate implementation progress for Credit Transfer Agreements according to the measurement criteria listed. Determine the level that most closely aligns with the progress made Credit Transfer Agreements implementation. The self analysis survey is intended to be an authentic gauge of actual implementation. Results from the self-analysis can be used to target areas for technical assistance and professional development. An analysis of the level of importance can assist in establishing the priority and possible timeline for implementing technical assistance and scheduling professional development.

Implementation Characteristics	Current Status	Importance
The program of study is supported by local and/or statewide agreements with postsecondary institutions.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Agreements are viewed as essential for non-duplication of courses.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
A process for extra help for enrollment in online, concurrent, or dual credit courses is available for the required academic and technical skills required for successful completion of the college credit course.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Criteria are established for awarding postsecondary credit and credit earned is immediately added to the high school and/or postsecondary transcripts.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Articulation/dual enrollment agreements have established the same requirements for faculty, course syllabi, and end of course exams whether taught to high school or college students. Rigor in dual enrollment courses is the same as in postsecondary.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Articulation/dual enrollment agreements are reviewed annually.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Overall Status Summary	Current Status	Importance
After consideration of the implementation characteristics, please rank: 1) your current status of POS Credit Transfer Agreements and 2) the level of importance this element has to your POS implementation. Transfer these rankings to the Self-Analysis Summary report to compare the status and importance of this element to the other POS framework elements.	❶ None ❷ In Progress ❸ Operational	❶ Low ❷ Important ❸ Critical

PROGRAM OF STUDY: DISTRICT/CAMPUS ACTION STEPS

Credit Transfer Agreements

In the section below, identify your current capacity assets in the area of Credit Transfer Agreements by responding to the question prompts. Give equal analysis to local barriers, items of critical importance, and steps needed to remedy these capacity concerns.

Local Self-Assessment	Items of Critical importance/Action Steps
<ul style="list-style-type: none"> • What's working well that is worth keeping? • What goals do you have to sustain and enhance the level of collaboration among the partners? • What strategies will you use to sustain the engagement of partnership members? • How will you know if your partnership is being successful? 	<ul style="list-style-type: none"> • What will be new or needs to be revised? • What strategies will you use to address items identified as being of critical importance? • What are the indicators you will use to measure your improvement? • How will you know if you are successful? When?
<p>Notes</p>	<p>Notes</p>

PROGRAM OF STUDY: DISTRICT/CAMPUS ANALYSIS SURVEY

Guidance, Counseling, and Academic Advisement

Analyze your development and appropriate implementation progress for Guidance Counseling and Academic Advisement according to the measurement criteria listed. Determine the level that most closely aligns with the progress Guidance, Counseling, and Academic Advisement implementation. The self analysis survey is intended to be an authentic gauge of actual implementation. Results from the self-analysis can be used to target areas for technical assistance and professional development. An analysis of the level of importance can assist in establishing the priority and possible timeline for implementing technical assistance and scheduling professional development.

Implementation Characteristics	Current Status	Importance
Comprehensive guidance programs commence in elementary school and continue through postsecondary enrollment.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Career and academic advising services are aligned with state and national standards. Counselors have considered CTE courses that satisfy 4X4 graduation requirements.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
The guidance program provides access to career planning tools and information regarding POS as available. Students align to a program of study which makes random selection of course obsolete in the registration process.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Guidance program included initial and regular individual opportunities to plan and assess student progress in a program of study that meets prerequisites for enrollment in postsecondary as well as meet state graduation requirements.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
The guidance program has expanded to include participation by guidance professionals, parents, academic teachers, CTE teachers, and students.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
The guidance program fully utilizes a comprehensive guidance software system that includes student portfolio development, administrative collection of data, houses the high school 4 year plan, provides career interest and skill assessment, and college and career research tools.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Guidance staff attends professional development on career and academic advising, programs of study, and the selected comprehensive guidance software system selected by the district.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Overall Status Summary	Current Status	Importance
After consideration of the implementation characteristics, please rank: 1) your current status of Guidance, Counseling, and Academic Advisement 2) the level of importance this element has to your POS implementation. Transfer these rankings to the Self-Analysis Summary report to compare the status and importance of this element to the other POS framework elements.	❶ None ❷ In Progress ❸ Operational	❶ Low ❷ Important ❸ Critical

PROGRAM OF STUDY: DISTRICT/CAMPUS ACTION STEPS

Guidance, Counseling, and Academic Advisement

In the section below, identify your current capacity assets in the area of Guidance, Counseling, and Academic Advisement by responding to the question prompts. Give equal analysis to local barriers, items of critical importance, and steps needed to remedy these capacity concerns.

Local Self-Assessment	Items of Critical importance/Action Steps
<ul style="list-style-type: none"> • What's working well that is worth keeping? • What goals do you have to sustain and enhance the level of collaboration among the partners? • What strategies will you use to sustain the engagement of partnership members? • How will you know if your partnership is being successful? 	<ul style="list-style-type: none"> • What will be new or needs to be revised? • What strategies will you use to address items identified as being of critical importance? • What are the indicators you will use to measure your improvement? • How will you know if you are successful? When?
<p>Notes</p>	<p>Notes</p>

PROGRAM OF STUDY: DISTRICT/CAMPUS ANALYSIS SURVEY

Teaching and Learning Strategies

Analyze your development and appropriate implementation progress for Teaching and Learning Strategies according to the measurement criteria listed. Determine the level that most closely aligns with the progress made toward implementation of Teaching and Learning Strategies. The self analysis survey is intended to be an authentic gauge of actual implementation. Results from the self-analysis can be used to target areas for technical assistance and professional development. An analysis of the level of importance can assist in establishing the priority and possible timeline for implementing technical assistance and scheduling professional development.

Implementation Characteristics	Current Status	Importance
Students receive academic and technical instruction as integrated and strategic.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Teachers use problem-solving and project-based instruction to teach integrated coursework. Students have opportunities to delve deeply into material and create solutions with projects that reflect acquired skills and knowledge, while working as a team.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
POS coursework is created by a team of academic and technical secondary and postsecondary instructors. Coursework is challenging and meets the standards of academic and college career readiness standards.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Instructors are supported to design integrated coursework by administrative staff and with appropriate resources.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Overall Status Summary	Current Status	Importance
After consideration of the implementation characteristics, please rank: 1) your current status of POS Teaching and Learning Strategies and 2) the level of importance this element has to your POS implementation. Transfer these rankings to the Self-Analysis Summary report to compare the status and importance of this element to the other POS framework elements.	❶ None ❷ In Progress ❸ Operational	❶ Low ❷ Important ❸ Critical

PROGRAM OF STUDY: DISTRICT/CAMPUS ACTION STEPS

Teaching and Learning Strategies

In the section below, identify your current capacity assets in the area of Teaching and Learning Strategies by responding to the question prompts. Give equal analysis to local barriers, items of critical importance, and steps needed to remedy these capacity concerns.

Local Self-Assessment	Items of Critical importance/Action Steps
<ul style="list-style-type: none"> • What's working well that is worth keeping? • What goals do you have to sustain and enhance the level of collaboration among the partners? • What strategies will you use to sustain the engagement of partnership members? • How will you know if your partnership is being successful? 	<ul style="list-style-type: none"> • What will be new or needs to be revised? • What strategies will you use to address items identified as being of critical importance? • What are the indicators you will use to measure your improvement? • How will you know if you are successful? When?
<p>Notes</p>	<p>Notes</p>

PROGRAM OF STUDY: DISTRICT/CAMPUS ANALYSIS SURVEY

Academic and Technical Skill Assessments

Analyze your development and appropriate implementation progress for Academic and Technical Skill Assessments according to the measurement criteria listed. Determine the level that most closely aligns with the progress made toward implementation of Academic and Technical Skill Assessments. The self analysis survey is intended to be an authentic gauge of actual implementation. Results from the self-analysis can be used to target areas for technical assistance and professional development. An analysis of the level of importance can assist in establishing the priority and possible timeline for implementing technical assistance and scheduling professional development.

Implementation Characteristics	Current Status	Importance
Program of study is vertically aligned for successful completion of the end of course exam for English III and Algebra II.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Technical skill assessments are industry validated and aligned to standards. Many student certification exams are available and add value to the program of study.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
All assessments have an assessment “blueprint” available for use by the teacher. Students earn recognition for the completion of a program of study.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Technical skill assessments incorporate performance-based assessment items. Teachers are encouraged to include performance based assessment throughout the program of study including a capstone experience validated by third-party, industry aligned partners.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Student performance results are reported to the classroom teacher for instructional improvement, awarding of post-secondary credit as part of an articulation agreement, awarding on an industry recognized credential or certificate.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Overall Status Summary	Current Status	Importance
After consideration of the implementation characteristics, please rank: 1) your current status of POS Academic and Technical Skill Assessments and 2) the level of importance this element has to your POS implementation. Transfer these rankings to the Self-Analysis Summary report to compare the status and importance of this element to the other POS framework elements.	❶ None ❷ In Progress ❸ Operational	❶ Low ❷ Important ❸ Critical

PROGRAM OF STUDY: DISTRICT/CAMPUS ACTION STEPS

Academic and Technical Skill Assessments

In the section below, identify your current capacity assets in the area of Academic and Technical Skill Assessments by responding to the question prompts. Give equal analysis to local barriers, items of critical importance, and steps needed to remedy these capacity concerns.

Local Self-Assessment	Items of Critical importance/Action Steps
<ul style="list-style-type: none">• What's working well that is worth keeping?• What goals do you have to sustain and enhance the level of collaboration among the partners?• What strategies will you use to sustain the engagement of partnership members?• How will you know if your partnership is being successful?	<ul style="list-style-type: none">• What will be new or needs to be revised?• What strategies will you use to address items identified as being of critical importance?• What are the indicators you will use to measure your improvement?• How will you know if you are successful? When?
Notes	Notes