Self Study of CAREER TECHNICAL EDUCATION Instructional Program

June 2014

Pat Highland,
Career Technical Education Coordinator and Chair of Review Committee
Equity Statement
It is the policy of the Iowa City Community School District not to discriminate on the basis of race, creed, color, religion, national origin, gender, age, marital status, sexual orientation, gender identity, veteran status, disability, or socioeconomic status in its educational programs, activities, or employment practices. If you believe you have (or your child has) been discriminated against or treated unjustly at school, please contact the Equity Director at 509 S. Dubuque Street, 319-688-1000.
Table of Contents

Mission Statement, Belief Statements ........................................................................................................ 4
Instructional Program Strengths and Limitations .......................................................................................... 5
District Improvement Plan .......................................................................................................................... 6
As a result of the curriculum review process, a self-study team reviewed the mission and belief statements that had been adopted in the previous program review. The mission and belief statements were revised and they will serve as a reference for all programming.

**MISSION STATEMENT**

The mission of career technical education education is

To provide all students with support, skills, and knowledge necessary for a productive, fulfilling life and career in an evolving and global society.

This is accomplished by creating opportunities in the school and community (local and global) for self-exploration, skill development, and career planning including job getting skills, which will nurture needs and aspirations of the individual and community.

**BELIEF STATEMENTS**

We believe that:

- Career education is for all students.
- Everyone will work and all work has dignity.
- Career/life planning is an ongoing process in which students explore many options.
- Critical thinking, communication, problem solving, collaboration and interpersonal/employability skills are essential.
- Students learn in different ways.
- Everyone in the school environment is responsible for assuring that all students receive career education.
- School/community partnerships enhance career and technical education and are essential components of the programming.
- The career and technical education programs promote the development of skilled, independent life-long learners.
- Career preparation focuses on skills and concept that can be used in a variety of jobs.
- Career and technical education programs provide students with an opportunity to improve their academic skills such as reading and mathematics.
SURVEY RESULTS

Program strengths and limitations were generated from a review and analysis of data gathered from 1) academic achievement data, and 2) surveys administered to CTE teachers, secondary administrators, students in the CTE program and parents.

STRENGTHS
- There is a wide variety of courses offered that are diverse and challenging.
- 21st century skills are taught in CTE courses.
- Productive partnerships exist between ICCSD and the community; students have access to the business community.
- The teaching staff is highly qualified, skilled, and knowledgeable.
- Students are engaged in the learning process and they are obtaining career skills.
- There is up-to-date technology support the learning environment.
- The focus of the CTE program is on preparing students for post-high school needs.

LIMITATIONS
- As a group, students enrolled in CTE programs did not meet the Department of Education’s Performance Indicators.
- The relationship between ICCSD and the Regional Center course opportunities is currently unclear.
- Keyboarding instruction is inconsistent in the elementary schools.
- The junior high keyboarding curriculum is outdated.
- Some labs and instructional materials are outdated.
- The demand for CTE course enrollment exceeds available staff allocation.
- Communication limitations exist in some areas of the CTE program.
- Teacher perception is that the CTE budget is inadequate.

THE IMPROVEMENT PLAN FOLLOWS.
### INSTRUCTIONAL PROGRAM: Academic Achievement

<table>
<thead>
<tr>
<th>Limitation</th>
<th>RECOMMENDATIONS and ACTION STEPS</th>
<th>CONTACT</th>
<th>TIMELINE</th>
</tr>
</thead>
</table>
| Not all students enrolled in CTE programs meet the Department of Education’s Performance Indicators | Increase the number of students who are proficient in math and reading on the Iowa Assessments [NOTE: performance indicators for CTE have been met]  
  - Provide professional development for CTE teachers on how to incorporate the teaching of math and reading into their subjects (work with other curricular area coordinators)  
  - Review language arts and math reports from Iowa Assessment data  
  - Provide professional development for CTE teachers on how to incorporate employability/interpersonal skills into their subjects | CTE Coordinator        | 2014 – 15 |

### INSTRUCTIONAL PROGRAM: Opportunities and Practices

<table>
<thead>
<tr>
<th>Limitation</th>
<th>RECOMMENDATIONS and ACTION STEPS</th>
<th>CONTACT</th>
<th>TIMELINE</th>
</tr>
</thead>
</table>
| Relationship between ICCSD and Regional Center course opportunities are currently unclear | Clarify and communicate Regional Center course opportunities with District staff, particularly CTE teachers and guidance counselors, and eventually students and families  
  - Establish course offering available to ICCSD students  
  - Clarify and communicate credit options, in particular dual credit and articulated credit  
  - Contact officials at Kirkwood and U Iowa about course that generate college credit | Assist. Supt. CTE Coordinator                                                                                           | 2014-15               |
| Keyboarding instruction is inconsistent in the elementary schools          | Examine keyboarding instruction at each elementary school and make recommendation to standardize instruction across the district  
  - Write a standard unit of curriculum addressing both content, frequency of instruction and instructional resources | CTE and Library Coordinators                                                                                           |                       |
| Junior high Keyboarding curriculum is outdated                            | Update junior high Keyboarding curriculum to include more concepts taught in “digital literacy”                                                                               | CTE Coordinator, Teachers, Principals                                                                                   |                       |

### RESOURCES: INSTRUCTIONAL MATERIALS AND RESOURCES

<table>
<thead>
<tr>
<th>Limitation</th>
<th>RECOMMENDATIONS and ACTION STEPS</th>
<th>CONTACT</th>
<th>TIMELINE</th>
</tr>
</thead>
</table>
| Some labs and instructional materials are outdated                         | Relative to labs, conduct an inventory of current age, condition, and safety issues; develop a plan for upgrades (not including computers)  
  - Develop a cycle for equipment replacement                               | CTE Coordinator        | 2014 -15  |
Relative to instructional materials, identify out-of-date materials and develop a plan for acquiring new materials
  - Identify needed materials and put a plan together for purchasing

### RESOURCES: HUMAN

<table>
<thead>
<tr>
<th>Limitation</th>
<th>RECOMMENDATIONS and ACTION STEPS</th>
<th>CONTACT</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demand for CTE course enrollment exceeds available staff allocation</td>
<td>Review student requests for CTE course offerings; compare to actual staff allocation; identify the difference and compare to other department staff allocations</td>
<td>CTE Coordinator</td>
<td>2014-15</td>
</tr>
</tbody>
</table>

### PROGRAM ADMINISTRATION: COMMUNICATION

<table>
<thead>
<tr>
<th>Limitation</th>
<th>RECOMMENDATIONS and ACTION STEPS</th>
<th>CONTACT</th>
<th>TIMELINE</th>
</tr>
</thead>
</table>
| Communication limitations exist in some areas of the CTE program | Increase and diversify communication mechanisms to clearly and easily share information about CTE courses, requirements, registration procedures  
  - Incorporate Electives Fair and Video clips to increase communications between CTE teachers and teachers in other academic areas | CTE Coordinator and CTE teachers | Fall 2014 |

### PROGRAM ADMINISTRATION: FINANCIAL RESOURCES

<table>
<thead>
<tr>
<th>Limitation</th>
<th>RECOMMENDATIONS and ACTION STEPS</th>
<th>CONTACT</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher perception that CTE budget is inadequate</td>
<td>Identify current expenditures and compare to perceived needs; identify if gap exists and to what degree</td>
<td>CTE Coordinator</td>
<td>2014-15</td>
</tr>
</tbody>
</table>