

Idaho Professional-Technical Schools Essential Criteria Rubric

Programs must meet all of these essential criteria to have an “Approved” program.

ESSENTIAL CRITERIA

The professional-technical school (PTS) must serve students from at least two attendance zones with a minimum of 15% enrollment from attendance zone(s) outside the host school.

Exemplary /Best Practices	Meets	Does Not Meet
Program serves students from each participating school including the host school. The program meets the minimum of 15% enrollment from attendance zone(s) outside the host school.	Program serves students from at least two attendance zones with a minimum of 15% enrollment from attendance zones(s) outside the host school.	Program does not serve students from at least two attendance zones with a minimum of 15% enrollment for attendance zone(s) outside the host school.

The Professional-Technical School must be at a separate site or be organized as a Cooperative Service Agency.

Exemplary /Best Practices	Meets	Does Not Meet
Program is located at a separate site for the PTS.	Program approved by SBOE as a Cooperative Service Agency in several school districts or is located at separate PTS site.	Program is offered as a professional-technical education program at an individual high school.

The program must be based on national/state industry standards that are measurable using a competency-based evaluation system; i.e. NATEF/ASE, C+, MOUS, Auto YES, AWS, CEMA, NCCER, CDA, Etc.

Exemplary / Best Practices	Meets	Does not Meet
Program qualifies for industry certification at multiple levels. Curriculum is clearly aligned with national skill standards as determined by industry experts. Students develop a high level of skill in a specific industry.	Curriculum is aligned with state-identified or endorsed competencies for this industry/ program area. Program qualifies for certification in one or more areas and students are measured by competency attainment.	Curriculum addresses some state or national skill standards; however these may be outdated. Program has not yet qualified for industry certification.

The program must be responsive to state/local market needs.

Exemplary /Best Practices	Meets	Does Not Meet
Program demonstrates the local need through regional/local labor market data showing placement opportunities. The placement opportunities are in high wage, high skill or high demand occupations.	Program demonstrates the local need through regional/local labor market data showing placement opportunities.	Program does not demonstrate the local need through regional/local market data showing placement opportunities.

The program must provide paid or unpaid industry work experiences designed to fit each student’s interests and abilities, that provide sufficient duration and depth to add to the technical competencies of the student and expose them to the aspects of the industry. Each student must be placed in at least one supervised field experience prior to graduation.

Exemplary/Best Practices	Meets	Does Not Meet
Work-based learning is a key component of the program. There is clear and convincing evidence that the students’ learning has transferred to real-world settings. All students are in a co-op program or placed in paid internships prior to graduation. All aspects of the industry are addressed.	Program offers students several work-based learning options prior to graduation. Students’ learning is transferable to real-world settings through internships, mentoring opportunities, assignments and simulated lab assignments. All aspects of the industry are identified.	Program provides students with little or no industry work experiences while participating in the program. Not all students have completed an industry work experience prior to graduation.

The program contains a sequence of instruction with appropriate prerequisites and an identified capstone course that follows industry competencies.

Exemplary /Best Practices	Meets	Does Not Meet
A state approved Program of Study follows a sequence of courses organized around career pathways which include both secondary and postsecondary levels. There is evidence that students develop proficiency regarding industry competencies through instructional and extended learning school and community activities. A personal learning plan is completed for each student.	A state approved Program of Study follows a sequence of courses organized around career pathways which include both secondary and postsecondary levels. There is evidence that students develop proficiency regarding industry competencies through instructional and extended learning activities. A personal learning plan is completed for each student.	The program does not have a state approved Program of Study. The program does not contain a sequence of instruction that follows a set of industry competencies.

The program provides the depth of instruction and time on task to allow students to achieve industry certification; i.e., 2 hour, year-long block for senior students.

Exemplary /Best Practices	Meets	Does Not Meet
Program has a variety of student instructional activities that allows for completing industry certification during the senior year. The activities should include extended instructional periods or blocks, clinicals, internships or extended learning opportunities.	Program gives students the opportunity to participate in at least three semesters or trimesters of in-depth instruction in the program which should lead to at least one industry certification or postsecondary program. Instructional time outside the academic day is included in the program.	Program offers a sequence of courses but does not lead to industry certification. Little evidence of understanding of real-world situations involved in the business and/or industry. Time may not be sufficient for in-depth instruction.

The program must integrate and reinforce basic and advanced academic skills.

Exemplary / Best Practices	Meets	Does not Meet
Program curriculum is aligned with grade-level academic Content Standards in all areas. PTE instructors working in coordination with academic teachers develop curricula, instructional strategies and teaching practices to improve student achievement. Integrated courses are offered to enhance PTE curriculum and reinforce basic and advanced academic skills.	Curriculum is aligned with grade-level academic Content Standards in most PTE program content areas or courses. PTE instructors have acquired skills needed to develop curricula, instructional strategies and teaching practices to improve student achievement.	Program curriculum is not aligned with appropriate academic Content Standards or standards may not be at grade level. PTE instructors have not acquired the skills needed to develop curricula and teaching practices to improve student achievement.

The program must have at least one dual credit course and/or have class offerings approved for postsecondary credit as part of a Tech Prep agreement.

Exemplary/Best Practices	Meets	Does Not Meet
A current, articulated Tech Prep Agreement is in place that covers more than one course in the program. More than one course in the program qualifies for dual credit.	A current, articulated Tech Prep agreement is in place that covers one course in the program or the program offers a dual credit course.	There is not a current, articulated Tech Prep agreement in place. The program does not offer a dual credit course.

The program must promote access and equity for all students and promote non-traditional enrollment.

Exemplary /Best Practices	Meets	Does Not Meet
Program reflects a wide diversity of students which represents the cultural make-up of the PTS.	The program makes a special effort to target non-traditional enrollment in all programs. There is emphasis on promoting access and equity for non-traditional students.	No consideration is given to seeking out non-traditional enrollment for the PTS program.

The program must have an active advisory committee comprised of appropriately qualified business/industry representatives who meet regularly and provide program guidance.

Exemplary /Best Practices	Meets	Does Not Meet
A diverse business and industry advisory committee is extensively involved in tangible, meaningful ways regarding program improvement, curriculum and work-based experiences. An agenda is provided and minutes are kept and distributed following meetings.	The program has a diverse business and community advisory committee that meets regularly to provide input on program improvement, curriculum and work-based experiences. An agenda is provided and minutes are kept.	Business and industry are occasionally asked to provide input on program improvement, curriculum and work-based experiences. An advisory committee has not been established or is not representative of industry.

The instructional delivery must use current teaching methods and industry technologies.

Exemplary /Best Practices	Meets	Does Not Meet
The instructor not only employs recognized “best practices” in the classroom but he/she involves area business persons in the classroom as well as bringing the student to the business for hands-on, applied learning projects and activities. These could include a culminating career-fair, senior project, etc.	Instructor employs recognized “best practices” in everyday instructional delivery which involve students through hands-on activities and a variety of teaching models. The instructional delivery incorporates industry technologies in instruction.	Instructor uses traditional teaching methods, i.e., lecture, read the chapter, take a test with limited lab or hands-on activities involving the students. The instructional delivery incorporates little industry technology in instruction.

The instructor(s) must hold appropriate professional-technical teacher certification.

Exemplary /Best Practices	Meets	Does Not Meet
Teacher is currently certified and endorsed in PTE program area of instruction. The teacher has more than one endorsement and/or industry certification. Professional Development Plan is in place.	Teacher is currently certified and endorsed in the PTE program area of instruction. Professional Development Plan is in place.	Instructor does not hold a current and appropriate certifications or endorsement in the program area of instruction.

The instructor(s) must hold appropriate industry certification/qualification or equivalent.

Exemplary /Best Practices	Meets	Does Not Meet
Teacher is currently certified and endorsed in PTE program area of instruction and holds industry certification for the PTS program. Teacher meets the requirements to qualify for instruction of dual credit courses. Professional Development Plan is in place.	Teacher is currently certified and endorsed in the PTE program area of instruction. Teacher is working toward a related industry certification in PTS program. Professional Development Plan is in place.	Instructor does not hold a current and appropriate industry certification or experience in the industry. Professional Development Plan is not in place.

The program must provide leadership development through active professional-technical student organizations.

Exemplary	Meets	Does Not Meet
The program is designed to ensure that students have effective leadership opportunities and community involvement. Student organization membership is encouraged and activities are co-curricular. Students regularly participate at the district, state and national levels. A written program of work reflects education, service and social activities.	Students in the program participate in an active student leadership organization which includes community involvement. Student organization membership is encouraged and integrated. There is some participation at district, state and national level. There is a program of work.	The program does not encourage or provide leadership development opportunities for community involvement through an active student organization.

The program must integrate/actively teach interpersonal and other cross-functional workplace skills.

Exemplary /Best Practices	Meets	Does Not Meet
Interpersonal and/or cross-functional workplace skills are an integral part of the total curriculum with the expectation of evidence of these skills seen throughout the daily classroom routine. Students demonstrate work place skills in a field experience.	Interpersonal and other cross-functional workplace skills are included in the curriculum as a separate unit and/or a part of the training throughout the year. Work place skills are demonstrated in a field experience.	There is no evidence that interpersonal and other cross-functional workplace skills are a part of the curriculum. The instruction concerns itself solely with the technical applications of the program.

The instructional setting must be appropriate – student/teacher ratio; industry state-of-the-art equipment; number of work stations.

Exemplary/Best Practices	Meets	Does Not Meet
The program uses state-of-the-art technology based on industry standards. Students possess high-level understanding of technological advances in their field of study.	The program has current technology and resources that reflect industry standards. Students have a good understanding of technological advances in their field of study.	Program has limited access to current technology and equipment. Students do not have an opportunity to learn about state-of-the-art technology in their field.
The program has a wealth of resources and materials. A state-of-the-art laboratory industry-related facility provides a rich learning environment to enhance the curriculum and program objectives. Storage area is ample, convenient and secure.	The program has a current laboratory facility. Facility and equipment are adequate to provide a positive learning environment to support curriculum and program objectives. Storage area is adequate and secure.	Program does not have adequate laboratory and equipment to provide a positive learning environment that supports the curriculum and program objectives. There is inadequate storage or storage is not convenient and secure.
Program has state of the art industry quality equipment. A written plan is in place to inventory, update, maintain and replace equipment on a systematic basis.	Program has current equipment that is inventoried, well-maintained and replaced on a regular schedule.	Program has mostly outdated equipment that is no longer used in industry; does not contribute to a positive learning environment.
Facility size, work stations and type of equipment is equivalent to current industry facilities to achieve optimal skill development mastery. Student-teacher ratio provides the ideal learning environment.	Facility size, work stations and types of equipment are adequate to meet the industry standards to achieve high-quality skill development. Student-teacher ratio is safe and positive toward a learning environment.	Facility size, work stations and type of equipment do not meet industry standards. Student-teacher ratio is too low or too high for an ideal learning environment.

The facility must meet safety regulations. Safety instruction must be in curriculum.

Exemplary/Best Practices	Meets	Does Not Meet
Program clearly provides an industry standard clean, orderly and safe facility. Safety instruction is integrated and students show high levels of competence in the performance of safety skills required by industry. Appropriate industry attire/uniforms are worn. There is high quality heat, light, ventilation and noise control.	Program facility is clean, orderly and safe. Safety instruction related to the program is provided and students show evidence of competence in the performance of safety skills required by industry. Appropriate industry attire/uniforms are worn when applicable. There is adequate heat, light, ventilation and noise control.	Classrooms/laboratories do not appear clean and orderly. There is little evidence that students can perform safety skills required by industry. Students do not wear appropriate industry attire/uniforms. There is not adequate heat, light, ventilation and noise control.

The program must identify the approved State or National competency exams that will be administered to all senior/completers as the end of program assessment.

Exemplary/Best Practices	Meets	Does Not Meet
An external 3 rd party state/national assessment of agreed upon industry-based standards is administered to all senior/completers. The students that pass the assessment will in most cases qualify for industry certification.	The assessment method is aligned with the curricula and approved by the program advisory committee as a valid and reliable assessment method that meets their employment standards and work performance expectations. The approved assessment is administered to all senior/completers.	Program technical assessment is instructor developed and does not meet industry-based standards approved by the advisory committee and is not reviewed by an industry panel. The assessment may or may not be administered to all senior/completers.