

CAREER CLUSTERS CRITICAL COMPONENT SELF-ASSESSMENT FORM FOR *STATE-LEVEL* IMPLEMENTATION

Rank your progress for each Critical Component according to the measurement listed. Determine the level that most closely aligns with the progress made towards implementation of the Career Cluster. Record the rating for each Critical Component using the following determinations. Your self-assessment ratings should be based on the following guidelines:

Excellent: Our team has reached Level 3 and could provide leadership for others for this Critical Component.

In Progress: Our team is making good progress and has reached Level 2. We still have a way to go.

No Progress: Our team is just getting started on this Critical Component and has not yet made any measurable progress.

Directions: Highlight the most accurate rating for each Critical Component using the scale as noted above. Include discussion topic content in the comment section (at the end of this rubric) when making the determination to assist with creating the Strategic Plan included in the **APPENDIX**.

| <u>LEVEL 3: EXCELLENT</u> Our team could provide leadership for others for this Critical Component. | <u>LEVEL 2: IN PROGRESS</u> Our team is making good progress. We still have a way to go. | <u>LEVEL 1: NO PROGRESS</u> Our team is just getting started on this Critical Component and have not yet made any measurable progress |
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| <i>Critical Component #1: State Plan/Administrative Support</i> | | |
| <p>State CTE, field staff and industry/education partners develop and adopt a statewide vision, mission, goals, and strategies for Career Clusters implementation.</p> <p>State CTE staff and statewide administrators are informed of the Career Clusters process and components.</p> | <p>State CTE field staff and industry/education partners recognize the need to align their state vision, mission, and goals with Career Clusters. At this time, they are involved in discussions, research, and preliminary groundwork to formalize the state's position.</p> <p>State CTE staff and statewide administrators are seeking resources and professional development opportunities that will acquaint them with the Career Clusters process and its components.</p> | <p>State CTE, field staff, and industry/education partners have not developed or adopted a statewide vision, mission, goals, and strategies for Career Clusters implementation. They have not shown interest in taking the necessary steps to move the state in the direction of Career Clusters.</p> <p>State CTE staff and statewide administrators are not adequately informed of the Career Clusters process and components, nor do they consider it a priority.</p> |

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| Critical Component #2: Shared Planning | | |
| <p>State CTE staff, statewide administrators, counselors and teachers/faculty <i>jointly</i> participate in professional development activities that help build their knowledge and skills in the Career Cluster area and strengthen teaching strategies.</p> | <p>State CTE staff, statewide administrators, counselors and teachers/faculty participate separately in professional development activities that help build their knowledge and skills in the Career Cluster area and strengthen teaching strategies.</p> | <p>State CTE staff, statewide administrators, counselors and teachers/faculty do not participate in professional development activities that help build their knowledge and skills in the Career Cluster area and strengthen teaching strategies.</p> |
| Critical Component #3: Career Development | | |
| <p>Statewide career education plan templates are available for each of the Career Clusters. Each learner (statewide) in a Career Cluster has a scheduled meeting with a career counselor, teacher advisor or faculty advisor at least on two occasions each school year to develop or revise his/her career education plan (plan of study).</p> | <p>Statewide career education plan templates are being developed for the Career Clusters, but are not yet widely utilized. Some schools have begun to schedule career education meetings for each of their learners.</p> | <p>Statewide career education plan remains traditional, with a narrow program or occupation-specific focus. Plans of study/career education plans have not been widely adopted.</p> |
| Critical Component #4: Professional Development | | |
| <p>State CTE staff, statewide administrators, counselors and teachers/faculty <i>jointly</i> participate in professional development activities that help build their knowledge and skills in the Career Cluster area and strengthen teaching strategies.</p> | <p>State CTE staff, statewide administrators, counselors, and teachers/faculty <i>jointly</i> participate in professional development activities that are <i>introducing</i> them to the Career Clusters process and strategies for implementing Career Clusters into classrooms.</p> | <p>Statewide professional development opportunities rarely focus on activities that help build their knowledge and skills in the Career Cluster area and strengthen teaching strategies.</p> |
| Critical Component #5: Standards-Based Curriculum | | |
| <p>Curriculum is designed to address both the Career Cluster Foundation/Pathway Knowledge and Skills, industry standards, and appropriate academic standards. Curriculum expands, enhances and reinforces academic content and, as a result, improves Cluster Knowledge and Skills as well as academic achievement.</p> | <p>Curriculum teams have been formed to examine and revise current curriculum, as well as to adopt new curriculum that will align to Cluster/Pathway Knowledge and Skills, as well as to meet academic standards.</p> | <p>Traditional curriculum is still in use.</p> |

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| <i>Critical Component #6: Parent and Community Support</i> | | |
| Parents/guardians/mentors and community groups are informed of the Career Clusters process and components. | Opportunities are being provided to acquaint parents and community members with the Career Clusters components and to introduce them to the process. | Parents/guardians/mentors and community groups are not involved with the Career Clusters process and components. |
| <i>Critical Component #7: Education Partnerships</i> | | |
| Elementary school, middle school, high school, career technical school, and college/university faculty are included in the Career Clusters learning continuum. Statewide career technical school, community college, and university articulation agreements are negotiated and in place. When appropriate, shared faculty and labs are utilized. | Some (but not all) levels of educational institutions have begun to align their curricula to the Career Clusters learning continuum. Statewide articulation agreements between career technical schools, community colleges, and universities are being created. | Little to no work has been begun by educational entities to develop a Career Clusters learning continuum. Career technical school, community college and university statewide articulation agreements have not been negotiated. |
| <i>Critical Component #8: Business and Industry Partnerships/Economic Development Involvement/Workforce Preparation</i> | | |
| <p>A statewide business/industry partner advisory committee representing all 16 Career Clusters is in place to provide input into the system.</p> <p>Statewide economic development and workforce preparation groups/agencies are informed of the Career Clusters process and components and are involved in the implementation of the system.</p> | <p>Potential business/industry partners are being identified for each of the 16 Career Clusters and initial meetings have begun.</p> <p>State CTE staff and administrators are working with state economic development and workforce preparation groups/agencies to identify strategies for joint implementation of the Career Clusters process.</p> | <p>A statewide business/industry partner advisory committee representing all 16 Career Clusters is not in place.</p> <p>There is little interaction between state CTE personnel and statewide economic development and workforce preparation groups/agencies regarding the Career Clusters process and components.</p> |

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| <p align="center"><i>Critical Component #9: Multi-Measure Assessment/Industry-Based Credentials or Certifications</i></p> | | |
| <p>Statewide assessment includes both cumulative (projects, research papers, portfolios, workplace learning or community service) and on-demand (multiple choice, presentation, demonstration, scenario response) measures. Certifications and/or credentials are industry-based and transferable.</p> | <p>Statewide assessments are being examined and recommendations are being made that will ensure cumulative and on-demand measures accurately reflect all aspects of the curriculum and are aligned to industry standards.</p> | <p>Traditional assessments, certifications, and credentials are still in place.</p> |
| <p align="center"><i>Critical Component #10: Interdisciplinary Teams</i></p> | | |
| <p>Elementary school, middle school, high school, career technical school, and college/university faculty are included in the Career Clusters learning continuum. Career technical school, community college, and university articulation agreements are negotiated and in place. When appropriate, shared faculty and labs are utilized.</p> | <p>Some (but not all) levels of educational institutions have begun to align their curricula to the Career Clusters learning continuum. Statewide articulation agreements between career technical schools, community colleges, and universities are being created.</p> | <p>Little to no work has been begun by educational entities to develop a Career Clusters learning continuum. Career technical school, community college and university statewide articulation agreements have not been negotiated.</p> |
| <p align="center"><i>Component #11: Flexible Schedules</i></p> | | |
| <p>State level policies encourage flexible school schedules and promote interdisciplinary team managed blocks of time as needed for projects, labs, and other action-based activities.</p> | <p>State level policies are being considered that would encourage flexible school schedules and promote interdisciplinary team managed blocks of time as needed for projects, labs, and other action-based activities.</p> | <p>State level policies do not encourage flexible school schedules and do not promote interdisciplinary team managed blocks of time as needed for projects, labs, and other action-based activities.</p> |

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| <p align="center">Component #12: Integrated Curriculum</p> | | |
| <p>Curriculum is designed to address both the Career Clusters Foundation/Pathway Knowledge and Skills and appropriate academic standards. Curriculum expands, enhances, and reinforces academic content and, as a result, improves Cluster Knowledge and Skills as well as academic achievement.</p> | <p>Curriculum teams have been formed to examine and revise current curriculum, as well as to adopt new curriculum that will align to Cluster/Pathway Knowledge and Skills, as well as to meet academic standards.</p> | <p>Traditional curriculum is still in use.</p> |
| <p align="center">Component #13: Creative and Innovative Teaching Strategies</p> | | |
| <p>State CTE staff, statewide administrators, counselors, and teachers/faculty <i>jointly</i> participate in professional development activities that build their knowledge and skills in the Career Cluster area and strengthen their teaching strategies.</p> | <p>State CTE staff, statewide administrators, counselors, and teachers/faculty <i>jointly</i> participate in professional development activities that are <i>introducing</i> them to the Career Clusters process and strategies for implementing Career Clusters into classrooms.</p> | <p>Statewide professional development opportunities rarely focus on activities that help build their knowledge and skills in the Career Cluster area and strengthen teaching strategies.</p> |
| <p align="center">Component #14: Workplace Learning</p> | | |
| <p>Statewide economic development and workforce preparation groups/agencies are informed of the Career Clusters process and components and are involved in the implementation of the system.</p> | <p>State CTE staff and administrators are working with state economic development and workforce preparation groups/agencies to identify strategies for joint implementation of the Career Clusters process.</p> | <p>There is little interaction between state CTE personnel and statewide economic development and workforce preparation groups/agencies regarding the Career Clusters process and components.</p> |

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Component #15: Student-Centered Learning

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| <p>State policies encourage the involvement of learners in the design and development of their own coursework based on their interests, their career goals, and consistency with the standard(s) to be met.</p> | <p>State policies are being discussed that would encourage the involvement of learners in the design and development of their own coursework based on their interests, their career goals, and consistency with the standard(s) to be met.</p> | <p>State policies do not encourage the involvement of learners in the design and development of their own coursework based on their interests, their career goals, and consistency with the standard(s) to be met.</p> |
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After completion of this Self-Assessment Rubric, please discuss the following questions with your team members.
Where are your STRENGTHS?

Where are your CHALLENGES?

What components have shown the most improvement?

What components have lost ground?

How should your Strategic Plan reflect your next steps?

OTHER THOUGHTS?