Quality and Compliance Monitoring Document Guide

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Purpose

This document is designed for Local CTE Directors and CTE Teachers to use as a resource when compiling and submitting their evidence for their Quality and Compliance Monitoring. This document provides some examples of documents that can be submitted and what elements the documents must meet the criteria for the indicator. This document is not an extensive list of documents that can be used as evidence of meeting the indicator. Still, any document submitted as evidence must meet the elements that are required for that indicator. CTE Directors, teachers follow the district requirements for documentation, use of forms, templates, etc., when submitting evidence for program monitoring. The Arizona Department of Education Career and Technical Education unit does not dictate what the local district uses to adequately document for program monitoring.

General Guidance

- District narratives must be on district letterhead.
- Evidence **must not contain identifiable student** information. If identifiable student information is located on the evidence being submitted, ensure that the information is redacted.
- Documents should be of an official nature or must be on school or district letterhead if the evidence is a narrative. Other documents should, at the minimum, have the date, author, and author's title.
- If uploading a Google Drive file (or other cloud-based document), please ensure that the link pasted is specific to the indicator and program when the link is pasted into the online form. Be sure that folders and files are clearly labeled if using Google Drive (or other cloud-based document sharing platform).
- If using a Google Drive file (or other cloud-based document), make sure that permissions are given to anyone with the link so that ADE staff can access the submitted evidence.

1. Standards-Aligned and Integrated Curriculum and Engaging Instruction. This element addresses the development, implementation, and revision of the program curriculum, including the relevant knowledge and skills taught in the program and the standards on which they are based.		
Compliance Indicators		
Indicator	**Example Documents**	**Elements of the Documentation**
a.	• Scope and sequence • Curriculum map • Or another document that meets the elements required • Community College form • Local Governing Board Embedded Credit approval for program • CTSO Standards/lessons aligned to AZ CTE Professional Skills Standards	Evidence submitted must demonstrate the following: • Program Technical Standards are being taught (must reference ADE Technical Standards) • AZ CTE Professional Skill Standards are being taught (must reference ADE Professional Skill Standards) • Work-Based Learning (WBL) is being implemented at some point in the program • Pertinent CTSO is being integrated into the curriculum • Academic Standards are being implemented into the curriculum (must reference specific academic standards that are being integrated) • Governing board minutes approving specific CTE program for embedded credit The evidence submitted must also be for the **entire program** and **not** just one semester or year.
b.	• Lab Schedules/Calendar • Curriculum Map with Timelines • Scope and Sequence with Timelines • Or another document that meets the elements required	Evidence submitted must demonstrate the following: • Hours or days spent on hands-on instructional time • 51% of the **instructional time** must be hands-on The evidence submitted must allow the reviewer to calculate if the program meets the 51% of required hands-on instruction. The evidence submitted must also be for the **entire program** and **not** just one semester or year.

Quality Indicators		
Indicator	**Example Documents**	**Elements of the Documentation**
c.	• Syllabus • Website links • Or another document that meets the elements required	Evidence submitted must demonstrate the following: • Current Technical Standards are readily available for students, parents, partners, and the public Evidence submitted must be easy to locate, and links (if submitted) must be working and accessible without a login.
d.	• TSA (Technical Skills Assessment) results to show use of assessment • Performance rubrics • Sample assessments • 3rd party credential attainment • Sample student tests • Student Projects/work	Evidence submitted must demonstrate the following: • At least two different types of assessments being used to show that students are able to apply their technical knowledge and skills
e.	• District plan for regular curriculum reviews • Narrative from CTE Director • Or another document that meets the elements required	Evidence submitted must demonstrate the following: • Curriculum is being reviewed after changes to state technical standards or after receiving student testing data • Any narrative must be on official school or district letterhead and have the name and title of the person and a date

2. Prepared and Effective Program Staff		
This element addresses the qualifications and professional development of program staff, including secondary CTE teachers.		
Compliance Indicators		
Indicator	**Example Documents**	**Elements of the Documentation**
a.	• Copy of valid CTE teacher(s) certificate	Evidence submitted must demonstrate the following: • Teacher that is listed on the first page has a **valid** CTE teaching certificate in the proper CTE area Evidence submitted must only be submitted for the program teachers not internship teachers. Internship teachers' teaching certificates must be uploaded to indicator 8b. Evidence submitted must be valid at time of submission.

Quality Indicators		
Indicator	**Example Documents**	
b.	• Professional development plan **AND** • Professional development log • Or another document that meets the elements required	Evidence submitted must demonstrate the following: • Professional development is logged for past professional development taken by the program teacher • Future professional development is planned for each teacher Evidence must be submitted for each program teacher.
c.	• Externship/industry employment • Industry certificate/license • Advanced degree (AS, AA, BS, BA, MA, PhD, Community College Certificate of Proficiency) • National Board Certification	Evidence submitted must demonstrate the following: • Demonstrate that at least one of the program teachers has earned an advanced degree, industry certificate, industry license, National Board Certificate, or has completed an externship or had industry employment within the last 5 years • Is not the CTE teacher certificate

		Documentation for advanced degrees, certificates, and licenses need to be a copy of the original diploma, certificate, or license. Official or un-official transcripts can also be submitted for an advanced degree as long as a degree conferral date is on the transcripts. Documentation for internship and industry employment must include the name of the business, location of the business, dates of internship/employment, approximate hours of internship/employment, job title (if employment), and a short description of the work performed. Evidence should be reviewed and approved by school/district administrator. All evidence must be within the last 5 years.
d.	• Narrative • Or another document that meets the elements required	Evidence submitted must demonstrate the following: • The resources and support teachers receive to implement the elements of a high quality program • Any Narrative must be on official school or district letterhead and have the name and title of the person and a date • Narrative detailing teacher support and access Evidence submitted must include all of the elements of a high quality program.
e.	• CTE PD (Professional Development) plan for CTE teachers • CTE PD calendar for the year • Or another document that meets the elements required	Evidence submitted must demonstrate the following: • The district CTE office has a PD plan for CTE teachers to follow Evidence can include planned PD for the year or required PD that teachers are required to complete.

3. Access and Equity		
This element addresses program promotion, student recruitment and strategies that support access and equity for various student populations, including by gender, race and ethnicity, and special population status (such as individuals with disabilities, English learners, homeless, youth in or out of foster care, youth with a parent in armed forces, economically disadvantaged, single parent, nontraditional, out-of-workforce).		
Compliance Indicators		
Indicator	**Example Documents**	**Elements of the Documentation**
a.	• Enrollment reports • Or another document that meets the elements required • CTE data portal special population reports	Evidence submitted must demonstrate the following: • Programs are inclusive of special populations as drafted in Perkins Evidence submitted must include all special populations in the data that is submitted.
Quality Indicator		
b.	• Curriculum • Instructional samples • Assessment samples • District policy • Narrative	Evidence submitted must demonstrate the following: • Curriculum, instruction, materials, and assessments are free from bias and stereotypes associated with race, color, national origin, sex and disabilities • Curriculum, instruction, materials, and assessments are offered in ways that ensures all students have the opportunity to achieve success in the program, including through accommodations, as appropriate • Any narrative must be on official school or district letterhead and have the name and title of the person and a date

Indicator	Example Documents	Elements of the Documentation
c.	• Professional development for counselors on biases, equity, and inclusion • Recruiting materials • Student registration materials	Evidence submitted must demonstrate the following: • Career guidance is offered to all potential and current program participants in a manner that is free from bias, inclusive and non-discriminatory
	• District policy • Or another document that meets the elements required	Evidence submitted must also contain the latest US Department of Education Office of Civil Rights Notice of Non-Discrimination.
d.	• District policy • Narrative • Or another document that meets the elements required	Evidence submitted must demonstrate the following: • Specific supportive services and supplementary aids, including transportation that are provided to students with disabilities as well as other members of special populations from the CTE district office • Any narrative must be on official school or district letterhead and have the name and title of the person and a date Evidence must demonstrate what the CTE district office is doing to address this indicator.
e.	• District policy • Narrative • Or another document that meets the elements required	Evidence submitted must demonstrate the following: • District CTE office is taking actions to eliminate barriers for all students, including special populations, to extend learning experiences, such as work-based learning, CTSO participation, and articulated credit • Any Narrative must be on official school or district letterhead and have the name and title of the person and a date

4. Facilities, Equipment, Technology and Materials
This element addresses the alignment, appropriateness, and safety of the physical/material components of the program, including laboratories, classrooms, computers, industry-specific equipment, and tools and supplies that support learning.

Compliance Indicators

Indicator	Example Documents	Elements of the Documentation
a.	• Program inventory by site • Spreadsheet / form by site	Evidence submitted must demonstrate the following: • Facilities, equipment, technology and materials used in the program reflect current workplace, industry and/or occupational practices and requirements, and align to technical standards and the program objective • Each program must have some specialized equipment that is purchased with CTE funds (also applies to CTED funded programs) • "On the inventory sheet, if equipment has no asset or serial number, then must indicate "N/A", if older than five years can say, "pre-20XX" to indicate the equipment is older than five years for date of monitoring" Evidence submitted must adhere to the ADE CTE Equipment Guidelines and must include all equipment for the program.

Quality Indicator		
b.	• Video tour of program site showing all of the classroom, lab space, and equipment (if in-person site visit not available) • Photos of program site showing all of the classroom, lab space, and equipment (if in-person site visit not available) • In-person tour of program site (when permitted)	Evidence submitted must demonstrate the following: • Equipment and facilities are clean and organized • Equipment is set up and functional • Visual review of facilities and equipment for safety • Visual review of facilities for accessibility When submitting a video or photos, all of the classroom and lab space must be shown, including all equipment. Videos and photos should also be clear and have good resolution.
c.	• Video tour of program site showing all of the classroom, lab space, and equipment (if in-person site visit not available) • Photos of program site showing all of the classroom, lab space, and equipment (if in-person site visit not available) In-person tour of program site (when permitted)	Evidence submitted must demonstrate the following: • District is providing appropriate facilities, equipment, and technology
d.	• District policy • Narrative • Or another document that meets the elements required	Evidence submitted must demonstrate the following: • The process for inspecting, updating, and replacing facilities, equipment, technology and materials • Any Narrative must be on official school or district letterhead and have the name and title of the person and a date Evidence must apply to all programs in a district and demonstrate how the process for inspecting all equipment annually and at what point equipment should be repaired or replaced.
e.	• Signed agreement with partners • Narrative • Or another document that meets the elements required	Evidence submitted must demonstrate the following: • The district is helping programs to maximize student access to relevant facilities, equipment, technology, or materials through partnerships or flexible delivery models as appropriate • Any Narrative must be on official school or district letterhead and have the name and title of the person and a date Evidence must demonstrate how the programs are working with their advisory councils or other community partners to give their students access to relevant facilities and equipment that may not be available to them in the classroom. This could include field trips, donated or loaned equipment, tours, or demonstrations. This may also include equipment sharing between campuses.

5. Business and Community Partnerships
This element addresses business and community partner recruitment, partnership structure, and the wide variety of activities partners should be engaged in to support the program and ensure programs are aligned with workforce needs.

Compliance Indicators

Indicator	Example Documents	Elements of the Documentation
a.	• Advisory Meeting Minutes	Evidence submitted must demonstrate the following: • Advisory meeting minutes with the following information: names of attendees, affiliation of attendees, date, and action items created during the meeting • Minutes must demonstrate that pertinent business and industry partners attended If evidence is handwritten, it must be legible.

Quality Indicator

Indicator	Example Documents	Elements of the Documentation
b.	• Business Contact Log • Communication with business and industry members	Evidence submitted must demonstrate the following: • Business contact log showing date of communication with business partners • Action item document showing what action items were completed throughout the year • Communication between the CTE department and the business partners
c.	• Stakeholder list	Evidence submitted must demonstrate the following: • Stakeholder list containing the name, organization, contact information, and position of the stakeholders that the program works with • Evidence must demonstrate that the partnerships the program has with outside stakeholders create a diverse group.
d.	Documentation showing tangible support	Evidence submitted must demonstrate the following: • What Financial or Technical support was given from the partners to the program Financial or Technical Support can include, but is not limited to, guest speaking/lecturing, providing supplies or equipment, providing internship opportunities, and/or donating funds to the program.
e.	• Program level evaluation	Evidence submitted must demonstrate the following: • The participation of business and industry partners in the evaluation of the program • Feedback/input given from the business and industry partners on the performance of the program and/or improvements that can be made Evidence submitted can include a survey sent to business and industry partners specifically for the program or program evaluation that includes business and industry partners as evaluators. The Comprehensive Local Needs Assessment (CLNA) will not meet the indicator as it is not program specific.

6. Student Career Development

This element addresses strategies that help students gain career knowledge and engage in education and career planning, decision-making, including career counseling, career assessments, curricula that helps students learn about careers, information about educational opportunities and workforce trends, and job search information and placement services.

Compliance Indicators

Indicator	Example Documents	Elements of the Documentation
a.	- Curriculum or lessons - District or CTED Schedule for career exploration - Activities that counselors or career specialists are involved in to provide awareness and promote CTE career pathways	Evidence submitted must demonstrate the following: Career development is being provided to students at some point in their 5th-9th grade year (if Perkins) Evidence must demonstrate that the CTE department is implementing some kind of career exploration or career development activity to the middle grades. This is optional for non-Perkins CTED central programs).

Quality Indicator

Indicator	Example Documents	Elements of the Documentation
b.	Evidence of career center on campus	Evidence submitted must demonstrate the following: Students and parents/guardians are provided current information on extended learning experiences available through the program, such as work-based learning, CTSO participation, and articulated credit Evidence that includes what extended learning opportunities are available and how the student can participate in them.
c.	- District or CTED resources for students - Evidence of career center on campus	Evidence submitted must demonstrate the following: Students and parents/guardians are provided current information on regional occupational trends outlooks, example: Jobs EQ Data for zip code, high-demand and high-wage career opportunities, and the educational pathways that lead to current and projected career opportunities Evidence must clearly demonstrate the information that is being presented to students and parents/guardians.
d.	- Evidence of career center on campus - Career specialists are available to assist students - Counselors assist students through workshops - Narrative	Evidence submitted must demonstrate the following: - Students have access to job search information, career center, online resources, and counselors - Any narrative must be on official school or district letterhead and have the name and title of the person and a date Evidence must include what resources are provided and must demonstrate what information is provided in those resources.
e.	- Registration for CTE PD for counselors - Purchase Orders (PO) for CTE PD for counselors - Attendance sheets of District or CTED CTE PD	Evidence submitted must demonstrate the following: - School counselors are attending PD with up-to-date information on CTE programs - PD is paid for or provided by district CTE office or CTED PD must be CTE based.

7. Career and Technical Student Organizations (CTSOs)
This element addresses CTSOs, which are organizations for individuals enrolled in CTE programs that engage in activities as an integral part of the instructional program, including the delivery and availability of CTSO opportunities for student skill and leadership development.

Compliance Indicators

Indicator	Example Documents	Elements of the Documentation
a.	**ADE CTE will verify the following:** • Chapter bylaws • Local chapter advisor is CTE teacher • Invoice/PO showing paid membership within the last year • Program of Work	ADE CTE will verify the following has been submitted • Chapter bylaws have been created for the chapter that correspond to the program • The local chapter advisor is the CTE teacher • Membership is paid for the year or membership was paid for this year • Program of work has been completed Chapter bylaws must be specific for the local chapter and not the state CTSO's bylaws. The program teacher(s) must be listed as the chapter advisor(s). Evidence may include membership invoices listing chapter advisor, screenshots from membership portal, or any piece of evidence from the CTSO listing the teacher as the CTSO advisor. Evidence for paid membership can be from previous school year if membership has not been paid for this current school year. If a new chapter, a PO showing that membership dues will be paid will suffice. Program of work must be complete and should at least include activities in all the months of the school year.

Quality Indicator		
b.	**Must include one of the following:** • Program of Work **or** • End of year summary	Evidence submitted must demonstrate the following: • There were opportunities for student to participate in leadership conferences • There were opportunities for students to participate in leadership development activities • There were opportunities for students to interact with business and industry professionals • Opportunities for students to participate in relevant community and school service activities End of year summary must include information on activities and events that actually took place. The end of year summary must include the following information for events completed that year: name of the event, location, dates, number of students participating, and a brief description of the event. Leadership conferences include leadership conferences put on by the State or National/International CTSO. This may include camps, regional conferences, fall conferences, state conferences. Leadership development opportunities are any opportunity for students to learn and/or develop their leadership skills. They can be at the local, regional, state, or national level. Interaction with business and industry professionals may include field trips, guest speakers, guest demonstrations, or other opportunities for students to interact with business and industry partners. Community and school service activities are activities that the CTSO chapter plan and complete that provide a service or raise funds for a need in their community or school.

8. Work-Based Learning

This element addresses the delivery of a continuum of work-based learning involving sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in a given career field. Experiences may be delivered in workplaces, in the community, at educational institutions and/or virtually, as appropriate, and include a range of activities such as lab simulations, school-based enterprises, internships, and apprenticeships.

Compliance Indicators

Indicator	Example Documents	Elements of the Documentation
a.	• Course Catalog • WBL Annual Report	Evidence submitted must demonstrate the following: • What type of WBL learning is being provided • When is the WBL being offered (during what course) • WBL is available to every student • Application of knowledge and skills to real world appearance (does not include lab time)
b.	• CTE Teacher Certification • CTE teacher certification with cooperative education endorsement	Evidence submitted must demonstrate the following: • The WBL experiences are being supervised by certified CTE staff

Quality Indicator

Indicator	Example Documents	Elements of the Documentation
c.	• Annual WBL report • Narrative	Evidence submitted must contain the following: • A program specific, detailed explanation and examples of what occurs in the work-based learning • Any narrative must be on official school or district letterhead and have the name and title of the person and a date This can be included in an annual WBL report or in the form of a narrative.
d.	• District/school/program WBL handbook	Evidence submitted must demonstrate the following: • The program is formalized following the ADE CTE Work Based Learning Guide
e.	• Annual WBL report • Summary for program specific accomplishments	Evidence submitted must demonstrate the following: • Number of opportunities, number of students participating, locations, type of experience ie; projects, stimulation, internship etc; for the WBL

9. Data and Program Improvement at District Level

This element addresses collection, reporting, and use of data for continuous evaluation and program improvement, as well as appropriate access to relevant data.

Compliance Indicators

Indicator	Example Documents	Elements of the Documentation
a.	• Performance Measures Results by District Level of Performance (DLP) report (Perkins Only) • Copy of improvement plan (if State Determined Levels of Performance (SDLP) is not met)	Evidence submitted must include the following: • A copy of the district performance measures report • If 90% of SDLP was not met for one or more of the performance measures, a copy of the improvement plan(s) must be submitted
b.	• Comprehensive Local Needs Assessment (CLNA)	Evidence submitted must include the following: • A completed and signed copy of the district CLNA

Quality Indicator

Indicator	Example Documents	Elements of the Documentation
c.	• Performance Measures Results by school by program report (Perkins Only) • CTED achievement profile Data (CTEDs central programs only)	Evidence submitted must demonstrate the following: • Specific CTE Program meets 90% of SDLP • CTEDs will have graduation rate, completion rate, TSA, industry credential or community college certificate earned, and placement as the data that needs to be reported per §15-393.01A
d.	• TSA Reports • TSA data access list	Evidence submitted must demonstrate the following: • Appropriate CTE staff and CTE teachers have access to TSA data for their programs Evidence must include either a report for the specific program or have the program teacher(s) listed on the TSA access list.
e.	• CTE district/CTED policy of reviewing TSA data • Program improvement plans based on CLNA or TSA data	Evidence submitted must demonstrate the following: • Student access and performance data, and program evaluation results, are being used to improve or address equity gaps
f.	• CTE district/CTED PD plan • PD attendance	Evidence submitted must demonstrate the following: • District/CTED is providing CTE staff and teachers with PD to learn how to use and analyze data for program improvement PD attendance sheets must include a description of the purpose of the PD.

Appendix – Samples for Indicators

This appendix includes samples for monitoring indicators

SCOPE & SEQUENCE

Nursing Services 51.3900.00

The following scope and sequence was created collaboratively by teachers considering a variety of factors including:

- □ Recruitment and retention "draws" to attract all students, including special populations and non-traditional to the program
- □ Business and Industry Committee Recommendations
- □ End of Program Assessments
- □ AZ Technical Standards
- □ AZ Professional Skills
- □ Work-Based Learning
- □ CTSO Integrations
- □ 51% Required Lab Time

1-2 LEVEL - HEALTH CARE PATHWAYS - FULL YEAR		
CTSO Integration	CTSO involvement is paramount to developing and reinforcing academic, technical and professional skills introduced in the classroom. Include components, activities and events related to HOSA each term.	
FIRST SEMESTER Introduction to HOSA: Membership Elections Meeting Protocols Fundraising Community Service **SECOND SEMESTER** Leadership in HOSA: Membership Development of POW Leadership Training Running Meetings	**Technical Standards Practiced** **1.0 Examine the Healthcare Community and the roles and responsibility of a Healthcare Team** **2.0 Demonstrate Ethical and Legal Conduct In All Nursing Activities**	**AZ Professional Skills Practiced** **1.0 Complex Communication** **2.0 Collaboration**
AZ Academic Standards	CTE courses give relevance to the required academic coursework students complete. Therefore, academic standards must be embedded in lessons and activities. **Link to all AZ Academic Standards**	
Medical Terminology **Integrated English Language Arts (ELA) Academic Standards** 11-12.L.4-6	**7.0 Communicate and report medical information using medical terminology** 7.1 Use medical terminology as it relates to body systems and their functions Normal vs abnormal conditions	1.C Uses technologies and social media for workplace communication. • Exercises competence in using technology • Upholds the brand • Follows applicable laws and regulations • Matches technology to content

11-12.RI.1 11-12.W.2, 4 11-12.SL.1, 4 **Hands On, Work Based, and 51% Lab Time**	● Anatomy ● Physiology ● Disease process ● Normal age related changes 7.2 Use medical terminology to interpret and communicate information, data, and observations (including sound alike and look alike terms) Prefix ● Suffix ● Root word ● Medical vocabulary 7.3 Use common symbols, roots, abbreviations, prefixes, and suffixes Prefix ● Suffix ● Root word ● Medical vocabulary 7.4 Use specific vocabulary, procedures, abbreviations, and word elements for defined work areas (e.g., Fowler's, prone, supine, IV, cc, ml)) Prefix ● Suffix ● Root word ● Medical vocabulary	1. DFoundational communication skill check points √ Writes in languages required by employer √ Speaks in languages required by employer √ Demonstrates reading comprehension √ Presents with confidence ✓ Practices interpersonal skills √ Uses workplace technologies
Body Mechanics **Integrated English Language Arts (ELA) Academic Standards** 11-12.SL.1-4, 6 11-12.L.4-6 11-12.RI.4, 7	**4.0 Applying Principles of Body Mechanics when positioning, transporting, transferring, and ambulating residents/patients** **4.1** Examine the effects of prolonged bed rest and/or restricted physical activity (e.g.,muscle atrophy, arterial restriction, and body alignment) Turning patients to prevent muscle atrophy and pressure injury ● Ergonomics	4.A Adheres to organizational protocol related to behavior, appearance, and communication. • Communicates with technical language • Communicates according to organizational standards • Satisfies customers √ Professionalism Preliminary Checklist 4.B Manages time in accordance with organizational expectations. • Uses time productively

Hands On, Work Based, and 51% Lab Time	● Use of footboard 4.2 Identify and use different techniques for positioning residents/patients in bed (e.g., side lying, supine, prone, Sim's, high and low Fowler's, Trendelenberg, lithotomy, orthopneic) Demonstrate patient positioning 4.3 Identify and use different techniques for turning residents/patients (e.g., logroll, draw sheet, move up in bed) Demonstrate techniques for turning patients 4.4 Identify and use assistive devices and techniques to aid in ambulating residents/patients (e.g., crutches, cane, walker, wheelchair, dangling, and gait belt) Demonstrate techniques to aid in ambulating patients ● Procedure to use gait belt 4.5 Identify and use assistive devices and techniques to aid in transferring residents/patients (e.g., gait belt, mechanical lifts, slide board, lift sheet, and stretcher) Demonstrate when/how and appropriate safety measures in use of assistive devices 4.6 Assist residents/patients to transfer from bed to chair and chair to bed using pivot and ambulatory techniques ● Properly transfer patient 4.7 Assist resident/patient to ambulate with and without a gait belt Demonstrate use of gait belt 4.8 Demonstrate proper positioning of the resident/patient in a wheelchair Demonstrate patient alignment in wheelchair 4.9 Assist and care for the resident/patient who is falling or who has fallen Ease patient to the ground in the event of falling 4.10 Identify and use safety procedures when positioning, transferring, transporting, and lifting residents/patients	• Balances accuracy and speed • Organizes work for the allotted timeframe • Prioritizes tasks • Collaborates and works alone to deliver on time 4.C Represents the organization in a positive manner. • Communicates mission and position • Aligns with organizational values • Manages resources to benefit the organization • Communicates core values of the profession 4.D Performs assigned tasks with a "can do" attitude. • Performs work with a positive attitude 4.E Behaves in a way that distinguishes between personal and work-related matters. • Demonstrates respect for personal and professional boundaries 4.F Produces work that reflects professional pride. • Produces high quality work • Acts as a team member • Performs/produces with precision ARIZONA PROFESSIONAL SKILLS Standards, Measurement Criteria, and Core Actions 2018 Renamed by Arizona Department of Education • Continues to develop skills and connections • Takes initiative to improve work

	Lock brakes on wheelchair and bed ● Use of gait belt ● Use of proper body mechanics 4.11 Determine the purpose and procedure for active and passive range of motion exercises	
Vital Signs **Integrated English Language Arts (ELA) Academic Standards** 11-12.RI.7 11-12.W.1-4, 9 11-12.SL.1, 4, 6 11-12.L.2, 4, 6 **Integrated Mathematical Practices (MP)** MP.1-8 **Hands On, Work Based, and 51% Lab Time**	**8.0 Measure and Record Vital Signs** 　**8.1** Analyze purpose, influencing factors (e.g., confused patient, infant, child), and procedures (e.g., digital, electronic, oral, rectal, axillary, tympanic) for measuring and recording temperature Temperature sites ● Influencing factors when taking temperature (different types of patients) ● Identify normal temperature and age related variation 8.2 Analyze purpose, influencing factors, and procedures for measuring and recording pulse rate (e.g., radial, apical, carotid, brachial) Pulse sites ● Normal pulse and age related variation ● Influencing factors when taking pulse 8.3 Analyze purpose, influencing factors, and procedures for measuring and recording respirations Normal respiration and age related variation ● Influencing factors when taking respiration 8.4 Analyze purpose, influencing factors, and procedures for measuring and recording blood pressure. Normal blood pressure and age related variation ● Influencing factors when taking blood pressure 8.5 Analyze purpose, influencing factors, and procedures for measuring and recording height and weight (e.g., upright/standing, bed, chair scale) Normal and baseline weight	5.A Functions independently within the organizational structure. • Performs necessary tasks • Strives to improve personal delivery of services • Improves personal performance/ behaviors continuously √　Initiative & Self-Direction Preliminary Checklist 5.B Adapts to changing conditions and expectations in the organization. • Adjusts to change • Cooperates respectfully with colleagues • Maintains productivity 5.C Pursues career advancement opportunities within an organization or field. • Articulates requirements for job openings • Prepares for career advancement • Pursues formal learning opportunities • Builds learning relationships • Applies new resources 5.D Generates innovative ideas, methods, or devices contributing to organizational resources and goals. • Innovate to improve productivity • Recommends improvements on processes, products, services • Uses technology to increase productivity/profits 5.E Exercises leadership in the workplace. • Engages individual strengths • Manages work plans • Plans for unanticipated challenges • Pursues workplace solutions/improvements

CTE Courses

CTE Coherent Sequence	Veterinary Science Pathway	Ag Electives	Senior" ONLY" Elective
☐ Agriscience (ABS)	☐ Introduction to Veterinary Science	☐ Plant Science	☐ CTE Internships
☐ Biology (ABS)	☐ A & P	☐ Horsemanship 1	
☐ Animal Science	☐ Diseases	☐ Horsemanship 2	
☒ Agribusiness	☐ Techniques	☐ Equine Science	

SEMESTER: ☒ Fall ☐ Spring	1	Record Book Updates	1 Week
	Unit/Module #	*Unit/Module Title*	*Time*

FOCUS STANDARDS	CONTENT STANDARDS	INTEGRATED STANDARDS	Notes
	CTE/Ag Program Standards:	**English Language Arts:**	
		RL. 1	
	15.0 - DEMONSTRATE AGRIBUSINESS MANAGEMENT, FINANCE, AND MARKETING SKILLS	W.10	
		SL.1	
	Professional Skills	**Mathematical Practices**	Notes
		MP.1	
	8.0 – Legal and Ethical Practices		
	9.0 – Financial Practices	**History and Social Studies**	
	Economics Standards	**CTSO Integration**	Notes
		FFA: SAE Project	
		FFA: Proficiency Awards	
		Work Based Learning	
		Recordkeeping	
		Personal Finance	
		SAE Ideas	

KEY ASSESSMENTS	Module/Unit Assessments:	Notes
	SAE Agreements **Record books**	

CTE Program CU1Ticulm Map

Program & Sequence:	Digital Photography I
Semester:	**1, 2**

Week	Minutes	Unit	lessons	CfE Standards	SQm:brds Integration,	Lab Time/Oescription	ProfesSion� Standard	Industry Certification	Student Accommodations	Work-based Learning
1	120	1	Ge tto Kn ow Il– e , Ice Brea ke rs , CTSO			**0-Nolab**		Adobe C ertified Profe ssional	Con d en se d notes, w o rks heets	Underwate r Photography: SwimTeam
2	285	1	Intro to Ph to graphy and CTSO, Photo graphy -G enres	**1.2, 1,3, 1 .4, 1.10, 4 .4**	**Notes RI4**	**0-Nolab**	1	**Adobe Certi fie d** Professional	Con d en se d notes, w o rksheets	Underwate Swim Team S p or ts
3	285	1	Mc_bile Photography	**4.2, 4,3, S,3, 5,4, S,S**	Notes RJ4	**0-Nolab**	3	**Adobe Certified** Professional	Condensed notes, worksheets , **collaboration**	Pho to gra phy: Practice Games
4	285	1	Intro to iMacs, Unit t Review, Unit 1 Exam	5.1, 5,2, S.3, 5,4, 5,5	Notes RI4	**285** mins - **Expliro ng the** Mas, R *(Equip: iMacs)* lExam	2	Ado Certifie d Professional	Con d en se d notes, w o rksheets	Underwate r Photography: Swim Te am Spostr : Practice
	285		History of Photography	1.1, 4,1, 4.5, 4,6, 4,7 7, W -2 Research W		0-Nolab	1	Adobe Ce itr fi ed Professiona l	C ond ense d notes, w orks heets	Pho ography: Prac tice Games
				1.1, 4,1, 4.5. 4,6, 4.7	Notes RI4	165 mins - Photgo rapher Research *(Equip: iMacs)*	1,2	Adobe Certi fied P rofe ssio nal	Condensed research assig nment	Portrait S tudio: igL hting
6	165	2	Photographer Research	1.1, 5,5		180minutes - Re.view, Unit FBLACamp		Ado be Cert fi -ed P rofe ss iona l	Con d en se d notes, w orks heets	Portr a it S t udio: li g ht ing , F tball Game., Volleybal lGame
7	200	2	The Camera Notes, Un it 2 Review, Unit 2 E x am			180 minutes - EoD				
8	285	3	Elements of Des ign, Principles of Design, R eview	6.1, 6,2, 6.3, 6,4, 6,S	Writing W,2, W,4	Assignment, R e view *(Equip: iM a cs)* 285 m ins- G F C Assign ment, G F C		Adobe Ceitfr e d Professional	Con d en se d notes, w orks heet s	Portrait S tudio: igL hting
9	285	3	Guideline s fo r Composition, Assessment	6.1, 6,2, 6.3, 6,4, 6,5	Cr itiq ue RI , 2 ,RI .8 , W .2	Assessment *(Equip: iMacs, Canon Cameras, Light.room/Photoshop)*	FBLA On Ice 2	Ado be. C erti fied P rofe ssiona l	Conden d notes, worksheet s ,	Portrait S tudio: li g htin g
10	225	3	Macro Photography	6,1, 6,2, 6.3, 6,4, 6.S	Organization Photog ra p hy	2 2 5 m ins – M acro Photography *(E qu l p: iMacs, Lightroom/Photoshop)* 165 m ins - Pea r deck	3	Adobe.C ertified Profe ssional	Con d en se d notes, w orks heets ,	Hom e co m ing G am e , Assembly: Event Photo graphy
11	24-0	4	Manual Mode Notes, VocabuJary, Video	5.6, 5,7. 5.7, 7,1, 7.2, 7.3, 7,4 7,S, 7,7,	Research W. Prese ntation, v -- cleos 7, W,9, W.10	Presentation, videos *(Equip: iMacs)* F l A F all	2, 5	Ad ob e. C er t ified Profe ss ional	Con d en se d notes, w orks heets	Musi cal, Cost ume Base. bal, Club Ph otography
12	24-0	4	Canon M anu al Mode Simulatoc, Post-It Activity	5.6, 5.7. 5.7, 7,1, 7.2, 73 , 7,4 7,S, 7,7,	Resea rch RI. 4	16S mins - Canon Manual Mode Simu lato r *(Equip: iMacs)* 225 mins -ManualMode	le ersh ip ganza 2, 5	Ad obe.C ertified Profe ssional	Condensed assignmet	Phot o lu g raphy, Stud io Pho tp r aphy
13	285	4	Manual Mode lab, Manual Mode Booklet	5.6, 5.7. 5.7, 5,8, 7.1, 7,2, 7.3, 7 ,4 7.5. 7.7, 9, 1	Notes RI4	Lab *(Equip: iMa cs,* aC non *Cameras, Light.room/Photoshop)*	FBL A O l ine T es t n ing Tournam en t 2 , 5	Adobe. Certi fied Professional	Con d en se d notes, wo rksheets	Vete r n's Day Par a de

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CTE Program Curriculm Map

Program & Sequence:		Culinary Arts							

Semester:		Fall 2021							

Week	Minutes	Unit	Lessons	CTE Standards	Academic Standards Integration	Lab Time/Description	CTSO & Professional Standard Integration	Industry Certification	Student Accomodations	Workbased Learning
Week 1	120	Intro to Culinary Arts			RI.1				Encourage Participation from all students	Staff Coffee
Week 2	240	Food Safety	Personal Hygiene/Hazards	1.4, 1.2, 1.5	L1, L2	180 Minutes- No bake Cheesecake/ Chocolate Chip Cookies/ Blueberry Muffins	3.A, 8.C, 8.E		Call on all non-Volunteers	Staff Coffee
Week 3	240	Food Safety	Foodborne illness/ FATTOM	1.1, 1.10, 1.12, 1.13	RI.4	180 Minutes- Rice Pilaf/ Brownies/ Sugar Cookies	3.A, 8.C, 8.E		All extra time on Assessment	Staff Coffee
Week 4	240	Food Safety	HACCP/ Food Safety Assessment	1.1, 1.10, 1.11	L1, L2	120 minutes- Mac and Cheese/ Peanutbutter cookies	3.A, 8.C, 8.E		Reword questions for understanding	Staff Coffee
Week 5	240	Facility Sanitation	Food Spoilage & Contamination/ OSHA	1.2,1.8, 1.9, 2.1, 2.5	L1, L2	120 Minutes- Baked Churros, quick no-rise rolls	8.C, 8.D/ Learn about FCCLA Assignment	OSHA-10- 45 Minutes	Allow extra time on Assessment	Staff Coffee
Week 6	240	Facility Sanitation	Disposal and Recycling	1.7, 2.2, 2.3	W.1	120 Minutes- Biscuits and Gravy	8.C, 8.D/ Register for FCCLA Membership	OSHA-10- 45 Minutes	Read questions aloud as needed	Staff Coffee
Week 7	240	Facility Sanitation	Signs of Pests/ Chemical use and Storage	1.8, 2.1, 2.2	W.1	120 Minutes-	8.C, 8.D, 8.E	OSHA-10- 45 Minutes	Allow time to re-do task	Staff Coffee
Week 8	240	Facility Sanitation	Side work/ Regulatory Agencies	1.9, 2.1, 2.2	MP.5	120 Minutes-	8.A, 8.C, 8.D, 8.E, 8.F	OSHA-10- 45 Minutes	Pair with buddy for increased partication	Staff Coffee
Week 9	240	Facility Sanitation	Unit Assessment	1.0, 2.0	W.6	120 Minutes-		OSHA-10- 45 Minutes	Encourage Participation from all students	Staff Coffee
Week 10	240	Knife Skills	Knife Handling/ Cleaning and Maintenance	5.1	W.8	120 Minutes- Basic Knife cuts, Egg Rolls	4.B	OSHA-10- 45 Minutes	Call on all non-Volunteers	Staff Coffee
Week 11	240	Knife Skills	Types of Knives, Uses, and Parts	5.1	P3	120 Minutes- Knife Cuts, California Rolls	4.B	OSHA-10- 45 Minutes	Allow extra time on Assessment	Staff Coffee
Week 12	240	Knife Skills	Knife Cuts	5.1, 7.1	P3, MP.1	120 Minutes- Knife Cuts, Fried Rice	4.B, 8.F	OSHA-10- 45 Minutes	Reword questions for understanding	Staff Coffee
Week 13	240	Knife Skills	Knife Assessment	5.1, 7.1	P3, W.8	120 Minutes-Knife Cuts	4.B, 8.F	OSHA-10- 45 Minutes	Allow extra time on Assessment	Staff Coffee
Week 14	240	Recipe Skills	Recipe Parts and formats	4.1, 4.2	MP.4, MP.6	120 Minutes- Cholcolate Chip Cookies	1.A	OSHA-10- 45 Minutes	Read questions aloud as needed	Staff Coffee
Week 15	240	Recipe Skills	Scaling and measurments	4.1, 4.4, 7.2	MP.4, MP.6	120 Minutes- Hamburger Rolls	1.A, 1.B	OSHA-10- 45 Minutes	Allow time to re-do task	Staff Coffee
Week 16	240	Recipe Skills	Read, follow, execute recipes	4.1, 4.4, 7.2	MP.4, MP.6	120 Minutes- Chocolate Chip Cookies	1.A, 1.B	OSHA-10- 45 Minutes	Pair with buddy for increased partication	Staff Coffee
Week 17	240	Recipe Skills	Measurment conversions	4.1, 4.2, 4.3, 4.4	MP.4, MP.6	120 Minutes- Conversions Lab	1.A, 1.B, 1.C, 5.A, 5.B	OSHA-10- 45 Minutes	Allow extra time for completetion	Staff Coffee
Week 18	240	Recipe Skills	OSHA 10 Extra Time (remediation)/ Culinary Equivalents	4.1, 4.4	RI.3, MP.4	120 Minutes- Equivalents Lab	1.A, 1.B, 5.A, 5.B	OSHA-10- 45 Minutes	Monitor independent work	Staff Coffee
Week 19	240	Recipe Skills	Mixing Methods	4.1, 4.3, 4.5, 7.2	MP.1, RI.3	120 Minutes- Strawberry Muffins/ Whipped Cream	1.A, 1.B, 1.C, 5.A, 5.B, 5.E	OSHA-10- 45 Minutes	Provide consistant daily routine	Staff Coffee

	CTE Program Curriculm Map									

Program & Sequence:		Culinary Arts								
Semester:		Fall 2021								

Week	Minutes	Unit	Lessons	CTE Standards	Academic Standards Integration	Lab Time/Description	CTSO & Professional Standard Integration	Industry Certification	Student Accomodations	Workbased Learning
Week 20	240	Recipe Skills	Unit Assessment/ OSHA 10 Extra Time	4.1, 4.3, 4.5, 7.2	MP.1, RI.3	120 Minutes-Mac and Cheese, Chicken pot pie	1.A, 1.B, 1.C, 5.A, 5.B, 5.E	OSHA-10- 45 Minutes	Simplified curriculm	Staff Coffee
Week 21	240	Recipe Skills	OSH 10 Extra time/Gingerbread houses	4.3, 4.4, 10.4, 10.6	MP.1	240 Minutes-Gingerbread houses	1.A, 1.B, 1.C, 5.A, 5.B, 5.E	OSHA-10- 45 Minutes	Allow students to re-do assessment	Staff Coffee

This sample includes the specific dates that are scheduled for labs (hands-on instruction). The dates are easily able to be calculated for the entire program (2nd year was submitted, but not included here).

2020-21 Career & Technical Education Lab Schedule/Calendar

Program: Sports Medicine and Rehabilitation Services
Courses: Sports Medicine 1-2
School:
Teacher:

AUGUST

S	M	T	W	Th	F	S
2	3	4	5	6	7	5
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

04– First Day of School
13 – Lab, Professional Dress
14 – Lab, Professional Dress
19 – TUHSD Early Release, PD
20 – Lab, Career Projects
21 – Lab, Career Projects
27 – Lab, Hand Washing
28 – Lab, Glove Removal

SEPTEMBER

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

03 – Lab, Donning PPE
07– Labor Day, No School
10 – Lab, Pt Positioning
11- Lab, Proper lifting Technique
16– TUHSD Full Day PD, No School
17 – Lab, Contact Precautions
24 – Lab, Simon Says Medical Anat.
25– TUHSD Early Release, PD
28-30– Mid Semester Performance Assessments/Lab, All Levels
30– TUHSD Early Release, PD

OCTOBER

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

01-02– Mid Semester Performance Assessments/Lab, All Levels
08 – Lab, Medical Anatomy
09 – End of Q2 TUHSD
12-16 – TUHSD Fall Break, No School
21 – TUHSD Early Release, PD
22 – Lab, Pulse and respirations
28 – TUHSD Early Release, PD
29 – Lab, Blood Pressure

NOVEMBER

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

03– Election Day, No School
05- Lab, Splinting and wound care
06 – Lab, Splinting and wound care
11– Veterans' Day, No School
12 – Lab, Epipens/seizures/heat
18– TUHSD Early Release, PD
19 – Lab, Adult & Child CPR
20 – Lab, Infant CPR
23-27 – Thanksgiving Holiday, No School

DECEMBER

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

03 – Lab, Body System Performance Assessment
09– TUHSD Early Release, PD
09-15– Mid Semester Performance Assessments/Lab, All Levels
18– Last Day of Semester 1
21-31– Winter Break, No School

JANUARY

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

01– Winter Break, No School
04 – School Resumes
06 – Lab, Patient Registration
08 – Lab, HIPAA Scenarios
14 – Lab, SOAP Notes
18 – MLK/Civil Rights Day, No School
19– Lab, SOAP Note performance assessment
25 – Lab, Ladies and Gentlemen of the Jury
27 – Lab, Inventory and Budgeting
29 – Lab, ATR Building Project

FEBRUARY

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

04– Lab, Spine
08 – Lab, Ankle Compression
10 – Lab, Ankle Splinting
11 – Lab, Knee scenarios
12– Winter Recess, No School
15– Presidents' Day, No School
16– Lab, thigh/hip wrap
19 – Lab, Hand X-ray
23 – Lab, Buddy Tape
26 – Lab, wrist splinting/taping

MARCH

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

02 – Lab, shoulder wrapping/sling
04 – Lab, Performance assessment
08-12– Mid Semester Performance Assessments/Lab, All Levels
12– End of Q3 TUHSD
15-19– Spring Break, No School
25 – Lab, Create a Drug
31 – Lab, Pharm Performance assessment

APRIL

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	20	

02– Cesar Chavez Holiday (O), No School
05– Spring Recess, No School
09 – Lab, debating hot topics in psych
13 – Lab, Maslow's Hierarchy
16 – Lab, Assessing Mental Health
20 – Lab, Sleep needs
23 – Lab, assessing stress
28 – Lab, Psych conditions

MAY

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

03 – Lab, Creating patient goals
07 – Lab, RTP for athlete
17-21– Mid Semester Performance Assessments/Lab, All Levels
26 – TUHSD Graduation
28– Last Day of School TUHSD

2022-2023 Syllabus

_____

Hello! I am the Culinary Arts teacher, and I am so excited to have your child in my class and I look forward to teaching him/her this year. Please feel free to contact me if you have any questions or concerns.

_____

Course Description
This is the introduction of a two year culinary arts program, the entry level for those students interested in pursuing a career in the food service industry. It is offered as a classroom and laboratory based course. The program provides a solid foundation in culinary arts from theory to application. It covers important topics such as sanitation and safety, nutrition and food science, as well as culinary and baking techniques. Instilling practical knowledge and skills that students can apply throughout their careers.

Course Objective
To provide students with the professional skills and the expertise needed to enter into the field of culinary arts, and to prepare them for future opportunities such as working in the industry and even opening their own culinary businesses.

CULINARY ARTS LEVEL 1, TECHNICAL STANDARDS

1.0 APPLY SANITATION PROCEDURES.
2.0 APPLY SAFETY PROCEDURES.
3.0 APPLY BASIC NUTRITIONAL CONCEPTS.
4.0 INTERPRET RECEIPTS.
5.0 USE SMALL COMMERCIAL EQUIPMENT AND SMALLWARES.
6.0 USE LARGE COMMERCIAL GRADE EQUIPMENT.

CULINARY ARTS LEVEL 2, TECHNICAL STANDARDS
  7.0 INTERPRET FOOD PREPARATION TECHNIQUES.
  8.0 PREPARE HOT FOODS.
  9.0 APPLY BASIC PRINCIPLES OF GARDE MANGER.
10.0 PREPARE BAKERY AND PASTRY PRODUCTS
11.0 PERFORM DINING AND BEVERAGE CATERING OPERATION IN A SCHOOL-BASED ENTERPRISE
12.0 APPLY CULINARY MATHEMATICS.

Class Rules and Expectations:
1. Always treat others the way you want to be treated, and be helpful and supportive towards your classmates. In this class, we all are "one" team.
2. Be on time, and with a good attitude
3. Students may eat healthy food or snacks and drink only water, only in the classroom, in the lab they can eat the food we cook, after chores are done.

Lab Rules:
1. Be willing to try new food.
2. Stay at your workstation and avoid wandering around.
3. Only take the ingredients needed for your lab practice. **DO NOT** waste resources.
4. Respect all the equipment, and give it the appropriate use.
5. Clean up after yourself.

Consequences:
1. Call home
2. Detention
3. Referral
4. Suspension
5. Loss of lab privileges.

Dress code:
In order to be able to participate in the laboratory practices, students must wear clean clothes, no baggy clothing is allowed, as well as tank tops, low- cut blouses, spaghetti straps, crop tops, shorts, hoodies, caps, sunglasses and extremely distressed jeans. No open toed shoes, sandals or flip flops are allowed either.

Jewelry:
On lab days, jewelry should be limited to a watch and a plain ring, all other jewelry must be removed prior to entering the lab, because it represents a physical hazard to the food, and to prevent accidents.

Cell Phones:
Students are not allowed to have their cell phones in the classroom, or at the culinary lab. They should be kept in their backpacks, to prevent students from feeling tempted to check them every

moment and waste their time, since they have limited time in the lab, as well as in the classroom, and to avoid distractions, cross contamination and other issues. Failure to ignore this protocol, the student(s) found with their cell phones, will be dismissed from the lab immediately, and points will be deducted from his/her grade. If phone issues persist, students may lose lab privileges and will be asked to complete alternative assignments for credit.

Personal Protective Equipment (PPE):
This protocol applies mainly for the culinary lab. Students must always wear their aprons, hair nets, closed toe shoes (are required without exception) and gloves (If necessary) when working at the lab. If a student has to leave the lab for any reason, he/she will take off the apron and hair net, and will re-use it upon his/her return.

Absentee Policy:
If the student is absent, he/she is still responsible for completing the assignments. Students should check our Canvas course page, and all the work will always be there under assignments.The student will have 2 extra days to complete the missing assignments, if the student fails to turn in the work after that, full credit may not be available. If the student missed a cooking practice, he/she should cook the recipe at home and provide evidence of it by filming a video or creating a photography collage for credit.

Course Resources:
Students will only need their chromebooks, paper, pen or pencil. During lab days, they will need their recipes printed.

Online Expectations (Technology):
Students will be using their chromebooks daily. All the assignments, assessments and projects will always be found in our course page on Canvas. Students are expected to respect and follow all Yuma Union High School District 70 digital safety rules and guidelines. Failure to do so, students may lose their privilege of using technology during my class.

Grading:
All the assignments will be graded on a scale from 0 to 4, with 4 being the highest score, and 0 the lowest.

Grading Chart:

4	A
3	B
2	C
1	D
0	F

Tests, quizzes and Retakes:
Retakes of tests and quizzes will be available to students that have completed all of the assignments done in class. Otherwise students will not have that benefit.

Classroom work and Homework
There are not going to be homework assignments for students in my class. As a teacher, I want to be able to assist my students with questions and make sure they are working on their assignments. However, I expect that the students will complete their classroom work during class time, and turn it in before the end of it. Otherwise, whatever the student doesn't finish will become homework which will be considered "late"and won't be eligible for full credit, to honor the students that do work and complete their assignments in class.

Use Of Technology:
The students will use their chromebooks daily in our class unless otherwise instructed. Students are expected to abide by all SLHS and YUHSD 70 digital safety rules and guidelines.

Permission to Watch Movies or Videos:
Occasionally, and as a part of our program, students will be watching some videos and movies in order to illustrate a curricular-related concept.

Lab Equipment
The lab equipment is very expensive. Treat it with care, respect and give it the proper use all the time. Please report any damage immediately.

Academic Integrity: (Cheating)
Any work submitted by a student in this course for academic credit will be the student's own work. Collaboration will be allowed for some assignments. Students are encouraged to study together and to discuss information and concepts covered in class with other students. However this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an email, an email attachment file, a flash drive or a hard copy. If copying occurs, both the student who copied work from another student and the student who gave material to be copied will automatically receive a zero for that assignment. Penalty for violation of this code of conduct can also be extended to include school disciplinary action.

Important Dates:

August 4	**December 16**	**April 3-10**
First day of school	End of first semester	Spring break
August 15	**December 19-30**	**April 7**
Open house, 5:00 PM	Christmas break	Good Friday
September 5	**January 2**	**May 25**
Labor Day	New Year's Day	Last day of school
September 9	**January 3-4**	**May 26**
Progress reports	Winter break	Graduation
October 7-10	**January 5**	
Fall break	Begin second semester	
November 11	**January 16**	
Veteran's day	Martin Luther King Day	
November 23-25	**February 20**	
Thanksgiving break	President's day	

Syllabus Acknowledgement

By signing this page, I acknowledge that I have read and understand each section of the Culinary Arts class syllabus, for the school year 2022-2023. I agree to follow the policies, rules and expectations stated on this document, and that if I have any questions, insights or concerns I will contact her without hesitation.

Student's Name_____ Period_____

Student's Signature_____

Parent/Guardian Name:_____

Parent/Guardian Signature:_____

Parent/Guardian's Email:_____

Parent/Guardian's Phone:_____

Message or Alternate phone number:_____

This sample has one types of assessments that the program uses for its students, a performance assessment. Other types of acceptable submissions include TSA test results, third-party credential attainment, sample assessments, sample projects/work.

High School District
Culinary Arts Rubric
Performance Assessment

Student Names _____ Period ____ Date____ ___Group_____

Safety & Appearance	1-2	3-4	5	Points
Clothing and Appearance	Non-professional appearance, attire, and/or grooming	Neat appearance, attire and grooming.	Professional appearance, attire & grooming.	
Safety	Disregard of safety creating unsafe product	Follows most safety concerns during preparation	Follows all safety practices	
Sanitation	Unsanitary situation creates unsafe product	Shows some sanitation concerns during preparation	Follows all safety practices	
Preparation temperature	Food items/ingredients not held/handled to maintain proper temperatures	Some food items/ ingredients not held/ handled to maintain proper temperatures	All food items/ ingredients held/ handled to maintain proper temperatures	

Food Production	1-2	3-4	5	Points
Equipment, tools, and techniques	Selection and usage of tools/equipment lacks understand and demonstration of skills	Selection and usage of tools/equipment occasionally lacks safe and appropriate industry techniques	Selects and uses all tools/ equipment correctly and safely	
Time management plan	Disregard of written time management plan	Partial implementation of written time management plan	Effectively follows written time management plan	
Follow recipe direction	Did not follow or proper sequence	Partially followed recipe and proper sequence	Followed recipe and proper sequence	
Teamwork	Members lack team organization	Members demonstrate minimal teamwork	Members work effectively and efficiently as a team	

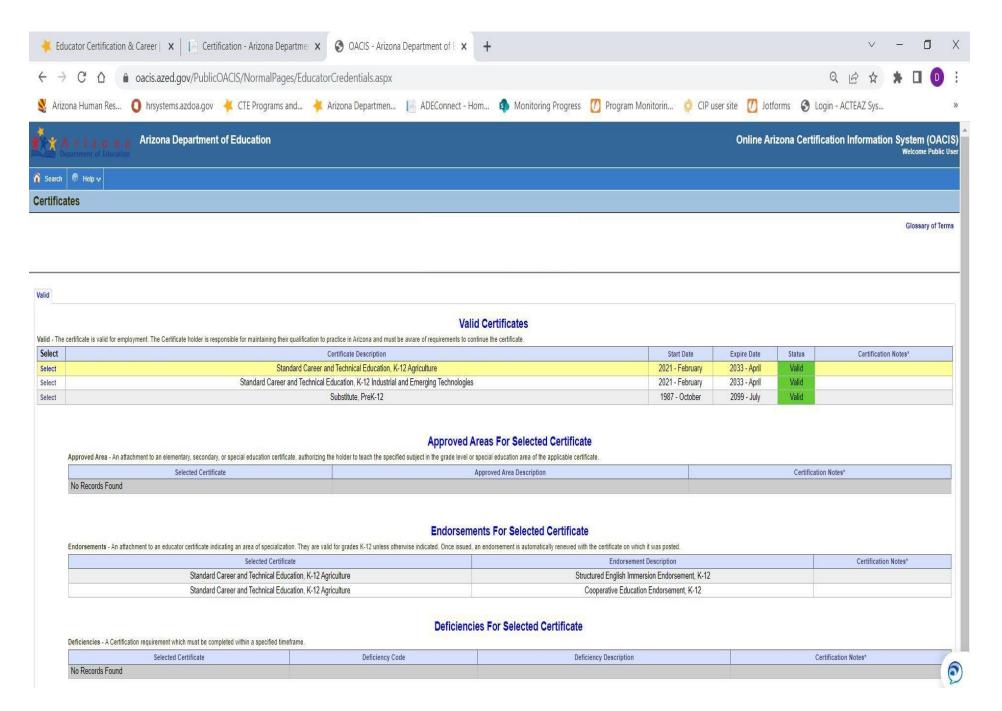| Food Presentation	1-2	3-4	5	Points
Product Appearance	Presentation needs improvement	Presentation is acceptable but lacks professional qualities	Presentation is attractively displayed and shows creativity	
Product taste	Questionable taste; needs improvement	Adequate, but not outstanding taste. Not all items served at proper temperatures	Pleasing , appropriate taste for food/recipe	
			Total Score	

ECE Lesson Evaluation & Reflection: Art Activity

Teaching Day / Date: _____

Student Teacher: _____ Age Group: _____

Title of Art Activity: _____

LESSON EVALUATION RUBRIC

	Unsatisfactory	Needs to be developed	Developing	Meets expectation	Exceeds Expectation
Planning and preparation					
1. Selected art activity was developmentally appropriate	2	4	6	8	10
2. Student was familiar with the art lesson and focused on the PROCESS of the experience – rather than the PRODUCT	2	4	6	8	10
Teaching Strategies and Interaction					
3. Used open-ended questioning during the lesson to maintain children's interest and enhance their creativity	2	4	6	8	10
4. Most of the children met the objective listed on the lesson plan	2	4	6	8	10
Teacher Professionalism					
5. Displayed professionalism throughout the activity, genuinely showed an interest in the children learning from the lesson and cleaned-up	2	4	6	8	10

Supervising Teacher's Comments: **Total Score** _____ **/ 50**

Your Self-Reflection

1. What went well in this lesson? Did the children learn what you intended from the objective?

2. What problems did you experience or what would you do differently if you were to teach this lesson again?

ARIZONA
EARLY CHILDHOOD
WORKFORCE REGISTRY

REGISTRY PROFESSIONAL DEVELOPMENT AND EDUCATION REPORT
05/31/2022

Participant Name: **Former Name:**
Registry Participant ID:
Employer Name:
Employer Registry ID:
Participant Role:
Hire Date:
Registry Career Lattice Level:
Administrative Level:

Degrees:

DEGREE TITLE	DEGREE TYPE	DATE COMPLETED	REGIONALLY ACCREDITED			

Other Education:

COURSE TITLE	COURSE TYPE	DATE COMPLETED	EXPIRATION DATE	HOURS/ CREDITS	HOUR TYPE	CKAS

Professional Development:

COURSE TITLE	COURSE TYPE	DATE COMPLETED	CCDBG AREA	HOURS/ CREDITS	HOUR TYPE	CKAS
Yuma County Professional Development for Early Care & Education Professionals	Professional Development [ECE]	05/21/2022		4	Clock Hours	1,2,3,4,5,6,7,8
Yuma County Early Childhood Education Conference	Professional Development [ECE]	04/02/2022		6	Clock Hours	3
Yuma County Professional Development for Early Care & Education Professionals	Professional Development [ECE]	02/12/2022		4	Clock Hours	1,2,3,4,5,6,7,8
Scholarship Application & Technical Assistance	Professional Development [ECE]	10/14/2021		2	Clock Hours	6
Scholarship Application & Technical Assistance	Professional Development [ECE]	10/11/2021		2	Clock Hours	6
Yuma County Professional Development for Early Care & Education Professionals	Professional Development [ECE]	10/02/2021		4	Clock Hours	1,2,3,4,5,6,7,8
Yuma Director's Institute	Professional Development [ECE]	09/16/2021		2	Clock Hours	6
First Things First College Scholarship and Registry Enrollment Support Training	Professional Development [ECE]	09/15/2021		1	Clock Hours	6,8
First Things First College Scholarship and Registry Enrollment Support Training	Professional Development [ECE]	09/13/2021		1	Clock Hours	6,8
Yuma County Professional Development for Early Care & Education Professionals	Professional Development [ECE]	09/11/2021		4	Clock Hours	1,2,3,4,5,6,7,8

Arizona Early Childhood Workforce Registry " 555 N. Central Ave., # 500 " Phoenix, AZ 85004

First Things First College Scholarship and Registry Enrollment Support Training	Professional Development [ECE]	09/08/2021	1	Clock Hours	5,8
Scholarship Application & Technical Assistance	Professional Development [ECE]	06/14/2021	2	Clock Hours	6
Scholarship Application & Technical Assistance	Professional Development [ECE]	04/19/2021	2	Clock Hours	6
Yuma County Early Childhood Education Conference	Professional Development [ECE]	04/17/2021	6	Clock Hours	3
First Things First College Scholarship and Registry Training	Professional Development [ECE]	03/25/2021	1	N/A	2,8
Yuma County Professional Development for Early Care & Education Professionals	Professional Development [ECE]	09/12/2020	4	Clock Hours	1,2,3,4,5,6,7,8
FTF Virtual Professional Development For Trainers and Facilitators	Professional Development [ECE]	08/27/2020	2	Clock Hours	6
Yuma County Early Childhood Education Conference	Professional Development [ECE]	06/27/2020	6	Clock Hours	3
Yuma County Professional Development for Early Care & Education Professionals	Professional Development [ECE]	09/10/2016	4	Clock Hours	1,2,3,4,5,6,7,8

Total Professional Development Hours: 58

Total CEUs: 0.00

Note: 1 Clock Hour = .1 CEUs for CEU Eligible Hours

* For degrees and college credit courses, this indicates the transcript record is unofficial

Core Knowledge Areas Key
1   Child Development & Assessment
2   Child Growth & Development
3   Curriculum & Learning Environment
4   Family & Community Partnerships
5   Health, Safety & Nutrition
6   Professionalism
7   Effective Interactions
8   Program Management

CCDBG Area Key
1   Infectious Disease Control
2   SIDS
3   Building and Physical Premises Safety
4   Shaken Baby Syndrome /Abusive Head Trauma
5   Transportation Safety
6   Mandatory Reporting
7   Handling and Storage of Hazardous Materials
8   Emergency Preparedness & Response
9   Administration of Medication
10   Prevention of and Response to Food and Allergic Reactions
11   CPR
12   First Aid

Associate General Manager - Education, Arizona PBS

This example shows a sample PD plan and a PD log. The PD plan lists PD planned to take in the current or future school year. The PD log has the name, date, and location of completed PD.

My CTE Professional Development Plan

Name: _____CTE Program: _____

□   I need _____ Semester Hours of Professional Knowledge Coursework for recertification

X   I only need Professional Development Hours for recertification.

I will take these courses or engage in the following professional development opportunities:

2020-2021 School Year			
Title of Course, Workshop, Training, or Event	Sponsoring Organization	Credits or Hours Earned	Date(s)
New Teacher Induction Academy Workshops		8	Aug/Sep/Oct/Nov 2020
Instructional Best Practices Day 1 & 2			January 2021
Classroom Management			February 2021

2021-2022 School Year			
Title of Course, Workshop, Training, or Event	Sponsoring Organization	Credits or Hours Earned	Date(s)
TBD			

_____   _____

Teacher Signature/ Date   CTE Director Signature/ Date

Professional Development Log

Employee Summary Report

Registered Courses:

Course Number	Course Name	Location	Starts	Ends	Registration Status	Action Date
CCCTE002	Creating Common Summative Assessments for your CTE Program		2/26/2018 1:00 PM	2/26/2018 3:00 PM	Completed	2/26/2018 3:00 PM
CCCTE417	Sports Medicine Annual Program Analysis and Tactical Planning Session 1		3/26/2018 1:00 PM	3/26/2018 3:00 PM	Completed	3/26/2018 3:00 PM
CCPR203	How to be Amazing on Social Media		9/25/2017 1:15 PM	9/25/2017 3:00 PM	Completed	9/25/2017 3:00 PM
CTE013	CTE Teachers-Budget Foundations Built upon Curriculum Frameworks		1/19/2016 7:30 AM	1/19/2016 9:00 AM	Completed	1/19/2016 9:00 AM
CTE014	CTE Teachers-ABCs of Dual Enrollment		1/19/2016 7:30 AM	1/19/2016 9:00 AM	Canceled	1/12/2016 8:36 AM
CTE015	CTE and TLC Teachers-Everything your noodle needs to know about Moodle		1/19/2016 9:30 AM	1/19/2016 11:00 AM	Completed	1/19/2016 11:00 AM
CTE030	CTE Teachers-Program Analaysis and Tactical Plan Development		4/21/2016 7:30 AM	4/21/2016 9:00 AM	Completed	4/21/2016 9:00 AM
CTE037	9th-12th Grade CTE/MET Teachers-Back to School Announcements		8/8/2016 12:00 PM	8/8/2016 12:45 PM	Completed	8/8/2016 12:45 PM
CTE056	9th-12th Grade CTE-Sports Medicine Curriculum Update		3/8/2016 1:00 PM	8/8/2016 3:00 PM	Completed	8/8/2016 3:00 PM
CTE061	CTE Teachers-ECE Dual Enrollment Curriculum Alignment		9/6/2016 7:30 AM	9/6/2016 9:00 AM	Completed	9/6/2016 9:00 AM
CTE062	CTE Teachers-TQI Training: REQUIRED FOR CTE TEACHERS AT SUNRISE MOUNTAIN AND PEORIA HIGH SCHOOL		9/6/2016 9:30 AM	9/6/2016 11:00 AM	Completed	9/6/2016 11:00 AM
CTE064	CTE Teachers-Getting Started with your CTSO: By Invitation Only		9/6/2016 7:30 AM	9/6/2016 9:00 AM	Completed	9/6/2016 9:00 AM
CTE092	9th-12th Grade CTE Teachers-Required Annual Program Analysis for Nursing, Sports Medicine and Medical Assisting		3/17/2017 7:30 AM	3/17/2017 11:00 AM	Completed	3/17/2017 11:00 AM
CTE097	9th-12th Grade CTE Teachers-Recruitment and Retention of Nontraditional Students		4/17/2017 9:30 AM	4/17/2017 11:00 AM	Completed	4/17/2017 11:00 AM
CTE098	9th-12th Grade CTE Teachers-Math in CTE (Group A)		4/17/2017 7:30 AM	4/17/2017 9:00 AM	Completed	4/17/2017 9:00 AM

Indicator 2c

These examples show sample degrees and transcripts. These are just two of the options for indicator 2c. Official or un-official transcripts can also be submitted for an advanced degree as long as a degree conferral date is on the transcripts. Remember that documents should be copies of the actual degrees, certificates, certifications, or licenses. Work experience or internships should be documented with name of the business, location of business, dates of internship/employment, approximate hours of internship/employment, job title (if employment), and a short description of the work performed.

Name:_____Date:_____Period:_____

<u>FOOD SAFETY UNIT TEST</u>

1. What is the correct number of seconds one should wash hands to ensure cleanliness?
a. 5 seconds
b. 10 seconds
c. 15 seconds
d. 20 seconds

2. Which type of sink should you use to wash your hands?
a. mop sink
b. compartment sink
c. hand washing sink
d. pre-wash sink

3. Which of the following situations best illustrates a VIOLATION of the Temperature Danger Zone?
    a. Thawing a turkey in cold running water below 70°.
    b. Thawing a turkey in a refrigerator.
    c. Cooking a turkey to the internal temperature of 165°.
    d. Thawing a turkey in warm running water above 70°.

4. Hot food should be completely cooled to 41° within how many hours?
    a. Two
    b. Four
    c. Six
    d. Eight

5. Outbreaks of botulism are usually caused from what source?
    a. Baked goods
    b. Improperly preserved food
    c. Fresh fruits
    d. Deli meats

6. Which conditions will promote the most bacteria growth?
    a.   Warm, moist, protein-rich, and low acid
    b.   Cold, dry, low in protein, and high acid
    c.   Very hot, wet, calcium-rich, and neutral
    d.   Cold, dry, protein-rich, and low acid

7. What is the proper temperature range of the TDZ?
    a. 41°-135°F
    b. 39°-125°F
    c. 55°-140°F
    d. 32°-212°

8. Each of the letters in FAT TOM represents a condition necessary for microorganisms to grow and multiply. The letters "O" and "M" correlate to which two conditions?
   a. Oxygen and minerals
   b. Oxygen and moisture
   c. Osmium and moisture
   d. Oleic acid and microorganisms

9. What is a preventative measure that can be taken when storing ready-to-eat food?
   a. Keep it at room temperature.
   b. Place it in the back of the cooler.
   c. Place it in the bottom of the cooler.
   d. Keep it away from raw meat and seafood.

10. John observed an employee using the infrared thermometer to check if the whole Thanksgiving turkey was done. What step of HACCP needs to be implemented?
   a. Establish limits for Critical Control Points.
   b. Take corrective actions.
   c. Document it in a record keeping system.
   d. Remove turkey from the menu.

These are the required inventory sections from the CTE Equipment Guidelines (https://www.azed.gov/cte/cte-perkins-v).

CAREER AND TECHNICAL EDUCATION (CTE) EQUIPMENT GUIDELINES

9. Property records of CTE capital equipment shall include the following:

    -Description of the Property
    -Serial/Identification Number
    -Source of Funding for the Property
    -Title Holder (if applicable)
    -Acquisition Date
    -Purchase Document Number (purchase order, voucher etc...)
    -Cost of the Property
    -Location of the Property
    -Use and Condition of the Property
    -Percentage of federal participation in an asset's costs (for capital items with a unit cost of $5,000 or more purchased with federal funds).
    -Ultimate Disposition Information (date of disposal, sale price etc...)

10. Equipment supplies costing less than $5,000 shall maintain a stewardship listing which includes the following:

    -Physical Location
    -Identification Number
    -Description of the Item
    -Acquisition Date

These are examples of advisory council meeting minutes and a sign-in/contact sheet

Advisory Council Meeting Minutes

Program:

Members Present: Names and Affiliation of Attendees

Call to Order/Introductions:

Minutes of Previous Meeting Approved:

Discussion on Update of Tactical Plan: Our tactical plan is: 90% of all program concentrators will pass the State Technical Assessment by the end of the school year.

After discussion within the advisory council team we will stick to the original tactical plan s it challenges students to obtain mastery of Sports Medicine knowledge in order to achieve success in professional internships and post-secondary education. There will be no data to compare this semester as the State Technical Assessment was canceled for the fall semester. We will re-evaluate our goal as a team in the Spring.

Discussion of the Program Needs Assessment: Sports Medicine Program Needs Assessment was reviewed and updated. The broadness of the Sports Medicine Program was discussed and how many students use the program as a stepping stone to other medical professions that may not be specifically "Sports Medicine" but our program helps them set a foundation.

Wish list Discussion, Approvals, Modifications and Recommendations: The following wish list items were discussed and approved by the advisory Council for each program:

Discussion of Annual Program Analysis Data:
Table to spring meeting

Follow Up Action Items/Next Steps:

1. All programs will continue to prepare students for future State Technical Assessments. Teachers will Collaborate to share resources that have helped their students achieve in previous years. We will aim to meet our tactical plan in the spring.

2. Jane Doe will seek out more information on the Anatomy in clay resource to present at the next meeting to see if our programs will be interested in it.

3. John Dow will talk to other GCU professors about providing a virtual tour for students to see a functioning collegiate athletic training room.

Indicator 7a

There are three parts to indicator 7a: the official membership, the program of work (POW), and the chapter bylaws. The official membership must include the name of a CTE teacher as the advisor. All three must be submitted to the state CTSO.

High School

Bylaws and Constitution

PREAMBLE

We the students, in order to encourage closer relationships between students and faculty, to maintain activities for better interest, to develop good citizens through experience in government, and to perpetuate high standards of conduct, scholarship, sincerity, goals, unity, loyalty, and duty, here by establish this constitution for the organization.

Article 1 - Name

The name of the organization shall be the High School Chapter.

Article II - Purpose

The purposes of this organization are:

1. To create more interest and understanding in the intelligent choice of a healthcare career.
2. To unite in a common bond without regard to race, creed or national origin student enrolled in health career classes.
3. To develop leadership that is competent and self reliant.
4. To motivate students to accept academic challenges through competitive events.
5. To improve scholarship and develop skills that will enable young men and women to participate effectively in a health care career.
6. To engage in individual and group projects.
7. To recognize outstanding leadership.
8. To create school loyalty and help preserve the principles of democracy.
9. To instill leadership in students.

Article III - Organization

Section 1.   Organization is chartered by the Board of Directors of the National HOSA to
p   provide for restate-wide coordination of the program.

Section 2.   This organization is open to all students in a health science program and those
interested i   in planning to pursue or are pursuing career in the health care programs.

Program of Work

Program of Work School Year

AugusT	September September Meetings Officer Applications
October October Meetings Officer Elections Homecoming Week	November November Meetings National (Program) Week My Life Day Fundraiser: Candle Sales State Online Test Sign-up Officer Training Fall Leadership Experience
December December Meetings Holiday Social Register for Online testing	January January Meetings Community Service Apply for HOSA scholarships Online Testing Future Freshman Night
February February Meetings Regional Conference	March March Meetings Register for Spring Conference State Officer Candidate Interviews
April April Meetings Spring Leadership Conference	May May Meetings Blood Drive Register for National Conference Prepare for Nationals in June Awards Ceremony

This example is of the Performance Measures Results by District Level of Performance (DLP) report. This report can be found in the CTE Data Portal.

2019 Arizona Performance Measures Results
PM Results by District (DLP)

CTD: 0000000   District: District
School: All Schools within the District

Measure 1S1 Academic Reading Attainment				90% of SALP
N. Number of concentrators who meet or exceed all the reading standards measured on a State Reading Assessment test and left secondary education in the reporting year	21	Local Performance:	26.25%	26.25%
D. Number of concentrators who took a State Reading Assessment test and left secondary education in the reporting year	80	State Performance:	29.5%	26.55%
		Meet State Level of Performance?	N	N

Measure 1S2 Academic Math Attainment				
N. Number of concentrators who meet or exceed all the mathematics standards measured on a State Math Assessment test and left secondary education in the reporting year	28	Local Performance:	36.36%	36.36%
D. Number of concentrators who took a State Math Assessment test and left secondary education in the reporting year	77	State Performance:	28%	25.2%
		Meet State Level of Performance?	Y	Y

Measure 2S1 Technical Skill Attainment				
N. Number of concentrators who completed the course sequence, took and passed the assessment	45	Local Performance:	76.27%	76.27%
D. Number of concentrators who completed the course sequence, took the assessment and left school	59	State Performance:	84%	75.6%
		Meet State Level of Performance?	N	Y

Measure 3S1 Secondary Completion				
N. Number of concentrators in cohort year 2019 who graduated or obtained a GED	77	Local Performance:	97.47%	97.47%
D. Number of concentrators in cohort year 2019 who left school	79	State Performance:	92.75%	83.475%
		Meet State Level of Performance?	Y	Y

Measure 4S1 Graduation				
N. Number of concentrators in cohort year 2019 who graduated	77	Local Performance:	97.47%	97.47%
D. Number of concentrators in cohort year 2019 who left school	79	State Performance:	91.75%	82.575%
		Meet State Level of Performance?	Y	Y

Measure 5S1 Placement				
N. Number of 2018 concentrators who graduated and were placed	39	Local Performance:	46.99%	46.99%
D. Number of 2018 concentrators who graduated	83	State Performance:	76%	68.4%
		Meet State Level of Performance?	N	N

Measure 6S1 Nontraditional Participation				
N. Number of nontraditional gender participants in a nontraditional program	129	Local Performance:	44.64%	44.64%
D. Number of participants in a nontraditional program	289	State Performance:	36%	32.4%
		Meet State Level of Performance?	Y	Y

Measure 6S2 Nontraditional Completion				
N. Number of nontraditional gender concentrators who completed course sequence, took and passed the assessment in nontraditional program	12	Local Performance:	80%	80%
D. Number of nontraditional gender CTE concentrators who completed the course sequence then took the technical skills assessment in a nontraditional program and left secondary education in the reporting year.	15	State Performance:	83%	74.7%
		Meet State Level of Performance?	N	Y

N = Formula Numerator   D = Formula Denominator
(NT-M) or (NT-F) = Nontraditional for Males or Nontraditional for Females
Note: Program has no nontraditional classification if this abbreviation does not appear.
(POS) = Identified as a Program of Study Program

Date: 2/24/2021
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This is an example performance measure by school, by program report. This can be found in the CTE Data Portal.

2019 Arizona Performance Measures Results
PM Results by School by Program

CTE — Learning that works for Arizona.

CTDS: 00000000
School: High School Name

District: District Name
Program Name: Sports Medicine and Rehabilitation (51.0800.50) (NT-M)

Measure 1S1 Academic Reading Attainment					90% of SALP
N. Number of concentrators who meet or exceed all the reading standards measured on a State Reading Assessment test and left secondary education in the reporting year	5	Local Performance:	31.25%	31.25%
D. Number of concentrators who took a State Reading Assessment test and left secondary education in the reporting year	16	State Performance:	29.5%	26.55%
		Meet State Level of Performance?	**Y**	**Y**

Measure 1S2 Academic Math Attainment				
N. Number of concentrators who meet or exceed all the mathematics standards measured on a State Math Assessment test and left secondary education in the reporting year	8	Local Performance:	50%	50%
D. Number of concentrators who took a State Math Assessment test and left secondary education in the reporting year	16	State Performance:	28%	25.2%
		Meet State Level of Performance?	**Y**	**Y**

Measure 2S1 Technical Skill Attainment				
N. Number of concentrators who completed the course sequence, took and passed the assessment	13	Local Performance:	86.67%	86.67%
D. Number of concentrators who completed the course sequence, took the assessment and left school	15	State Performance:	84%	75.6%
		Meet State Level of Performance?	**Y**	**Y**

Measure 3S1 Secondary Completion				
N. Number of concentrators in cohort year 2019 who graduated or obtained a GED	16	Local Performance:	100%	100%
D. Number of concentrators in cohort year 2019 who left school	16	State Performance:	92.75%	83.475%
		Meet State Level of Performance?	**Y**	**Y**

Measure 4S1 Graduation				
N. Number of concentrators in cohort year 2019 who graduated	16	Local Performance:	100%	100%
D. Number of concentrators in cohort year 2019 who left school	16	State Performance:	91.75%	82.575%
		Meet State Level of Performance?	**Y**	**Y**

Measure 5S1 Placement				
N. Number of 2018 concentrators who graduated and were placed	6	Local Performance:	100%	100%
D. Number of 2018 concentrators who graduated	6	State Performance:	76%	68.4%
		Meet State Level of Performance?	**Y**	**Y**

Measure 6S1 Nontraditional Participation				
N. Number of nontraditional gender participants in a nontraditional program	31	Local Performance:	44.93%	44.93%
D. Number of participants in a nontraditional program	69	State Performance:	36%	32.4%
		Meet State Level of Performance?	**Y**	**Y**

Measure 6S2 Nontraditional Completion				
N. Number of nontraditional gender concentrators who completed course sequence, took and passed the assessment in nontraditional program	4	Local Performance:	100%	100%
D. Number of nontraditional gender CTE concentrators who completed the course sequence then took the technical skills assessment in a nontraditional program and left secondary education in the reporting year.	4	State Performance:	83%	74.7%
		Meet State Level of Performance?	**Y**	**Y**

N = Formula Numerator   D = Formula Denominator
(NT-M) or (NT-F) = Nontraditional for Males or Nontraditional for Females
Note: Program has no nontraditional classification if this abbreviation does not appear.
(POS) = Identified as a Program of Study Program

Date: 2/24/2021
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