

## Differentiated Accountability (DA) Intervene Process Classroom Visitation Checklist

A. PROGRAM INFORMATION	
<b>School District:</b>	
<b>CTE Director:</b>	
<b>School:</b>	
<b>Principal:</b>	
<b>School Address:</b>	
<b>Phone Number:</b>	
<b>Schedule Type (circle):</b> <b>Block</b> <b>Alternating</b> <b>6 period</b> <b>7 period</b> <b>other</b> _____	
<b>CTE Program:</b>	
<b>METHOD OF INSTRUCTION:</b>	
Career and Technical Education Program	
Registered Career and Professional Academy (CAPE)	
Career Academy    Does the Career Academy meet National Standards of Practice?    Yes    No	
Small Learning Community/Professional Learning Community    Yes    No	
<b>CTE Course(s):</b>	
<b>Instructor:</b>	<b>Email Address</b>
<b>INDUSTRY CERTIFICATION(S)/ ACCELERATED MECHANISMS/ ARTICULATION AGREEMENTS</b>	
Does the instructor hold the appropriate industry certification and/or licensures?    Yes                      No	
Can students earn industry certification(s) and/or licensures?    Yes                      No	
Is the industry certification and/or licensure part of a statewide articulation agreement?    Yes                      No	
List all applicable industry certifications and/or licensures that students may earn:	

B. PROGRAM DEMOGRAPHICS		
Racial/Ethnic Group	Number of Students	
	Male	Female
WHITE		
BLACK		
HISPANIC		
ASIAN		
OTHER		
TOTALS		

**C. PROGRAM'S WORK-BASED LEARNING AND EMPLOYABILITY OPPORTUNITES**

**Type of work-based learning opportunities available:**

Cooperative work experience	Career Exploration/Internships	Clinicals
Apprenticeships	On Job Training (OJT)	Other
Supervised experience projects	Community service learning	Other

**D. CLASSROOM OBSERVATIONS**

Observation	Behavior	Yes/No	Comments
<b>Professional Development</b>	Instructors strive to upgrade skills and knowledge by attending conferences, conventions, college courses, staff development, inservice training, and/or other sources of professional development		
	The CTE instructor participated in the CATER program.		
	The CTE instructor participated in the SREB Math/Science CTE integration workshops.		
<b>Program Quality</b>	Each course offered within the program is a State approved course.		
	At least three sequential courses are offered within the program.		
	There is evidence that math, language arts, and/or science is integrated into all applicable lessons.		
	Vocabulary acquisition strategies (e.g. picture notes, word mapping, interactive word walls, and context clues) are incorporated into the lesson plans.		
<b>DATA Analysis</b>	The CTE Instructor has reviewed student performance data and has developed lessons to target student's needs.		
	There is evidence of differentiated instruction.		

<b>CTE syllabus</b>	Each course has an appropriate syllabus that includes appropriate course description, instructional philosophy, goals, objectives, major projects, instructional delivery plans, assessment plans, and grading policies.		
	Students are provided with specific expectations as to how class tasks and assignments are to be completed, due dates, the form which they are to be presented, and the expected quality of the final product.		
<b>Career and Technical Student Organization (CTSO)</b>	Program is appropriately affiliated with a corresponding CTSO.		
	CTSO is an integral part of the program.		
	Leadership training activities are provided for all students.		
	CTSO participates in community service activities.		
	CTSO participates in applicable local, district, regional, state and national technical skills competitions and leadership activities.		
<b>Parent and community involvement</b>	Parents and/or guardians are part of the CTE program of study decision-making process.		
	There is evidence that the instructor communicates with parents and/or guardians.		
	The program utilizes an advisory committee with appropriate representation from business, industry, education, community, government agencies, and special populations.		
	The advisory committee is functioning at the local school or district level, and is specifically utilized for the program.		
	There is evidence of collaboration with local business partners, professional and service organizations and other community groups.		
<b>Appropriate student/instructor ratios</b>	Enrollment in laboratory courses does not exceed the available workstations.		
	Enrollment in all courses ensures that the program objectives can be met in a safe and effective manner.		

<b>Appropriate Equipment</b>	Equipment provided is consistent with program objectives.		
	Established procedures for the maintenance, repair, and replacement of equipment are followed.		
	Current inventory of equipment is on file and updated annually.		
<b>Technology</b>	Each classroom and/or lab has at least one computer with Internet access and email capability for instructors.		
	Students have access to computers when needed to learn specific competencies.		
<b>Instructional materials</b>	Adequate instructional materials are available for all students in all courses.		
	Students are exposed to guest speakers, business leaders, and field study opportunities.		
<b>Classroom, laboratory, storage areas</b>	Program facilities are consistent with program standards and objectives.		
	Storage space is functional and sufficient for instructional materials, supplies, and equipment.		
	Classroom and laboratories are clean, properly maintained and in good repair to provide an environment conducive to learning.		
	Facility repairs and improvement request are submitted and resolved in a timely manner.		
<b>Safe practices</b>	Federal, state, and district health and safety policies and procedures are utilized.		
	Classrooms and laboratories are safe and clear of clutter.		
	Classroom and laboratories are equipped with appropriate safety and first aid equipment.		
	Appropriate safety procedures are posted in a prominent location and are reviewed with students frequently.		