

ACTE Quality CTE Program of Study Framework



Element 5: Engaging Instruction

The *ACTE Quality CTE Program of Study Framework™* (2018 version) and companion self-evaluation instrument is an evidence-based framework defining high-quality CTE. With more than 90 criteria organized under 12 elements, the Framework captures the full range of activities across a CTE program of study that are essential for quality. Access the complete framework, the self-evaluation instrument and resources that support success within each element at www.acteonline.org/high-quality-cte.

Criteria Under the Engaging Instruction Element

This element addresses instructional strategies within a student-centered learning environment that support student attainment of relevant knowledge and skills.

- a. Program of study instruction is driven by relevant content area standards and learning objectives.
- b. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the program of study.
- c. Contextualized instruction results in students applying technical, academic and employability knowledge and skills within authentic scenarios.
- d. Instruction emphasizes the connection between academic and technical knowledge and skills, including through cross-disciplinary collaboration.
- e. Instruction incorporates relevant equipment, technology and materials to support learning.
- f. Instruction is flexible, differentiated and personalized to meet the needs of a diverse student population.
- g. Management of the educational environment builds a culture of learning and respect.



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Additional Criteria Relevant to Engaging Instruction

The Framework criteria are designed to be mutually exclusive to ensure that programs are not doubly rewarded or punished for criteria that they have or have not implemented. However, the following criteria from other elements of the Framework can add relevance to an assessment of progress on the Engaging Instruction element.

- *Standards-aligned and Integrated Curriculum*: A criterion describing how CTE curriculum provides opportunities for students to apply their knowledge and skills, which may incorporate instructional strategies like project-based learning (e).
- *Prepared and Effective Program Staff*: Criteria describing the pedagogical knowledge, professional development, administrator supports and collaboration opportunities that help staff effectively deliver high-quality instruction (c, d, f, g).
- *Access and Equity*: A criterion addressing the need for instruction to be free from bias, inclusive and non-discriminatory and offered in a way that ensures all students have the opportunity to achieve success (e).
- *CTSOs*: A criterion describing how CTSO activities, including instruction, develop and reinforce relevant knowledge and skills (c).
- *Work-based Learning*: Criteria about preparing students for work-based learning and delivering work-based learning experiences that develop student knowledge and skills, which may incorporate in-classroom instruction (c, e, f).
- *Data and Program Improvement*: A criterion about the use of data for program improvement, which may include data about instructional strategies and classroom management (c).