

ACTE Quality CTE Program of Study Framework



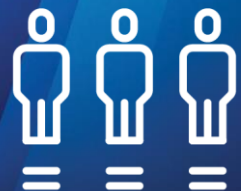
Element 4: Prepared and Effective Program Staff

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 Prepared and Effective Program Staff Element

This element addresses the qualifications and professional development of program of study staff, including secondary CTE teachers, postsecondary CTE faculty, administrators and other personnel.

- a. CTE staff supporting the program of study meet appropriate state, district and/or institution certification and licensing requirements.
- b. CTE educators maintain up-to-date knowledge and skills across all aspects of an industry.
- c. CTE educators maintain relevant evidence-based pedagogical knowledge and skills.
- d. CTE staff engage in ongoing, rigorous professional development on a wide range of topics covering all elements of a high-quality program of study, as described in the *ACTE Quality CTE Program of Study Framework*, which might include pursuit of advanced educator certification.
- e. CTE staff demonstrate leadership and commitment to the profession.
- f. CTE administrators ensure that other program staff have the time, resources and supports to implement each element of a high-quality program of study, as described in the *ACTE Quality CTE Program of Study Framework*.
- g. CTE and academic staff collaborate regularly and frequently to coordinate curriculum, instruction, assessment and extended learning activities and to analyze data for program improvement.



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Additional Criteria Relevant to Prepared and Effective Program Staff

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 Prepared and Effective Program Staff element.

- *Standards-aligned and Integrated Curriculum:* A criterion addressing how program staff, among other stakeholders, should regularly review curriculum in light of data and industry advances (g).
- *Sequencing and Articulation:* A criterion describing regular collaboration between secondary and postsecondary CTE staff on course sequencing, vertical alignment and credit transfer agreements (g).
- *Business and Community Partnerships:* A criterion about partners' role in offering opportunities, such as externships, to help educators stay current with industry-relevant knowledge and skills (e).
- *Student Career Development:* A criterion about ensuring that career development professionals have access to professional development and up-to-date information (h).
- *CTSOs:* A criterion describing the expectation that CTSOs will be supervised by staff with clearly defined roles (h).
- *Work-based Learning:* A criterion describing the expectation that work-based learning will be supervised by staff with clearly defined roles (h).
- *Data and Program Improvement:* Criteria about the need for program staff, among other stakeholders, to understand the value of CTE data; for educators to have access to relevant data; and for data to be used for program improvement, which may include data about educators and staff (a, c, f, g).