ACTE Quality CTE Program of Study Framework

HIGH QUALITY CTE™

Association for Career and Technical Education **ACTE**

Element 1: Standards-aligned and Integrated Curriculum

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 Standards-aligned and Integrated Curriculum Element

This element addresses the development, implementation and revision of the program of study curriculum, including the relevant knowledge and skills taught in the program and the standards on which they are based.

a. The curriculum is based on industry-validated technical standards and competencies.
b. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate.
c. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette.
d. The program of study curriculum is developed with employer input to prepare students for both further education and in-demand and emerging careers.
e. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios.
f. Program of study standards are publicly available and accessible to students, parents/guardians (as appropriate), partners and the public.
g. The curriculum is reviewed regularly by all relevant stakeholders and revised as necessary to reflect the latest advances in the industry, evidence-based program models and evaluations of student performance.

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Additional Criteria Relevant to Standards-aligned and Integrated Curriculum

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 Standards-aligned and Integrated Curriculum element.

- *Sequencing and Articulation:* Criteria addressing skills, content and standards within non-duplicative, vertically aligned course sequences (a, b, c).
- *Student Assessment:* A criterion describing the alignment of assessments to standards and curriculum (b).
- *Prepared and Effective Program Staff*: Criteria about professional development, administrator supports and collaboration opportunities that help staff effectively design and implement high-quality curriculum (d, f, g).
- *Engaging Instruction*: Criteria describing the linkages between instruction and content-area standards, and academic and technical knowledge and skills (a, d).
- *Access and Equity:* A criterion addressing the need for curriculum 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).
- *Facilities, Equipment, Technology and Materials:* A criterion describing the alignment of facilities, equipment, technology and materials with curriculum (b).
- *Business and Community Partnerships*: A criterion about partners' roles in identifying, validating and reviewing curriculum (d).
- *Student Career Development:* A criterion addressing the alignment of career development activities to relevant standards (c).
- *CTSOs:* Criteria addressing the intra-curricular nature of CTSOs; alignment to relevant standards; and incorporation of technical, academic and employability knowledge and skills (a, b, c).
- *Work-based Learning*: Criteria about aligning work-based learning to relevant standards and incorporating technical, academic and employability knowledge and skills in work-based learning (b, c).
- *Data and Program Improvement*: A criterion about the use of data for program improvement, which may include data about curriculum and standards (c).