

CONCEPTS AND ROLES

The Baldy View Regional Occupational Program Commission desires to provide a rich, standards-based curriculum that motivates every student to succeed. The Commission shall adopt instructional goals and objectives which reflect Baldy View Regional Occupational Program (ROP) philosophy and delineate the skills, knowledge and abilities students will need in order to lead successful, productive lives.

In order to offer Career Technical Education (CTE) curriculum that enables students to meet these goals, the Commission shall establish curriculum priorities and guidelines for the ROP. These priorities shall be based on student needs as determined by labor market demand, demographics, data related to student achievement within ROP, and the recommendations of staff, business/industry advisors, parents/guardians, and community members.

State adopted standards of the CTE curriculum will be used in the implementation of instructional programs.

The Superintendent or designee shall establish a curriculum development process which provides for the ongoing development, review, evaluation, and revision of the ROP's curriculum in keeping with these priorities.

The Commission shall:

1. Establish expected goals of student achievement
2. Approve the curriculum development process
3. Adopt the ROP curriculum and courses of study to be offered
4. Approve and allocate funds for instructional materials and resources
5. Establish certificate of competency requirements
6. Provide a continuing program of inservice education to keep certificated staff and the administration updated about curriculum issues, instructional strategies, and available instructional materials
7. Review and evaluate the instructional program on the basis of program quality reviews and frequent reports by the Superintendent or designee
8. Serve as principal advocate to the community for the career technical programs provided to all students

The Superintendent or designee shall:

1. Review research related to curriculum issues

CONCEPTS AND ROLES (continued)

2. Ensure the articulation of the curriculum between secondary and postsecondary education and the workplace
3. Determine the general methods of instruction and assessment to be used
4. Assign instructors and schedule classes for all curricular offerings
5. Direct the purchase of instructional materials and equipment
6. Evaluate and report to the Commission on student achievement as demonstrated through completion and placement results and other types of assessment
7. Align curriculum to appropriate academic and career technical education standards

Legal Reference:

EDUCATION CODE

51000-51007 Legislative intent, educational program

52300-52335.6 ROC/P

CODE OF REGULATIONS, TITLE 5

3940 Maintenance of effort

4424 Comparability of services

10080-10092 Community classroom

10100-10111 Cooperative vocational education

11500-11508 Regional occupational centers and programs

UNITED STATES CODE, TITLE 20

2301-2414 Carl D. Perkins Career and Technical Education Act of 2006

6321 Fiscal requirements/comparability of services

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

2008-2012 State Plan for Career Technical Education

Regional Occupational Centers and Programs Operations Handbook

Model Programs and Practices: Setting Standards for Regional Occupational Centers and Programs

(ROCPs), rev. October 2007

Career Technical Education Framework for California Public Schools, Grades Seven Through Twelve,
January 2007

California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve,
May 2005

WEB SITES

Association for Career and Technical Education: <http://www.acteonline.org>

California Association of Regional Occupational Centers and Programs: <http://www.carocp.org>

California Department of Education, ROC/P: <http://www.cde.ca.gov/ci/ct/rp>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>