



IOWA CITY
COMMUNITY
SCHOOL DISTRICT
Child-Centered : Future-Focused

Self Study of CAREER TECHNICAL EDUCATION Instructional Program

June 2014

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Equity Statement

It is the policy of the Iowa City Community School District not to discriminate on the basis of race, creed, color, religion, national origin, gender, age, marital status, sexual orientation, gender identity, veteran status, disability, or socioeconomic status in its educational programs, activities, or employment practices. If you believe you have (or your child has) been discriminated against or treated unjustly at school, please contact the Equity Director at 509 S. Dubuque Street, 319-688-1000.



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IOWA CITY COMMUNITY SCHOOL DISTRICT
Career and Technical Education
Curriculum Review
2014 – 2015

As a result of the curriculum review process, a self-study team reviewed the mission and belief statements that had been adopted in the previous program review. The mission and belief statements were revised and they will serve as a reference for all programming.

MISSION STATEMENT

The mission of **career technical education** education is

To provide all students with support, skills, and knowledge necessary for a productive, fulfilling life and career in an evolving and global society.

This is accomplished by creating opportunities in the school and community (local and global) for self-exploration, skill development, and career planning including job getting skills, which will nurture needs and aspirations of the individual and community.

BELIEF STATEMENTS

We believe that:

- Career education is for all students.
- Everyone will work and all work has dignity.
- Career/life planning is an ongoing process in which students explore many options.
- Critical thinking, communication, problem solving, collaboration and interpersonal/employability skills are essential.
- Students learn in different ways.
- Everyone in the school environment is responsible for assuring that all students receive career education.
- School/community partnerships enhance career and technical education and are essential components of the programming.
- The career and technical education programs promote the development of skilled, independent life-long learners.
- Career preparation focuses on skills and concept that can be used in a variety of jobs.
- Career and technical education programs provide students with an opportunity to improve their academic skills such as reading and mathematics.

SURVEY RESULTS

Program strengths and limitations were generated from a review and analysis of data gathered from 1) academic achievement data, and 2) surveys administered to CTE teachers, secondary administrators, students in the CTE program and parents.

STRENGTHS

- There is a wide variety of courses offered that are diverse and challenging.
- 21st century skills are taught in CTE courses.
- Productive partnerships exist between ICCSD and the community; students have access to the business community.
- The teaching staff is highly qualified, skilled, and knowledgeable.
- Students are engaged in the learning process and they are obtaining career skills.
- There is up-to-date technology support the learning environment.
- The focus of the CTE program is on preparing students for post-high school needs.

LIMITATIONS

- As a group, students enrolled in CTE programs did not meet the Department of Education's Performance Indicators.
- The relationship between ICCSD and the Regional Center course opportunities is currently unclear.
- Keyboarding instruction is inconsistent in the elementary schools.
- The junior high keyboarding curriculum is outdated.
- Some labs and instructional materials are outdated.
- The demand for CTE course enrollment exceeds available staff allocation.
- Communication limitations exist in some areas of the CTE program.
- Teacher perception is that the CTE budget is inadequate.

THE IMPROVEMENT PLAN FOLLOWS.

ICCSD CAREER TECHNICAL EDUCATION PROGRAM IMPROVEMENT PLAN

INSTRUCTIONAL PROGRAM: Academic Achievement

Limitation	RECOMMENDATIONS and ACTION STEPS	CONTACT	TIMELINE
Not all students enrolled in CTE programs meet the Department of Education's Performance Indicators	<p>Increase the number of students who are proficient in math and reading on the Iowa Assessments [NOTE: performance indicators for CTE have been met]</p> <ul style="list-style-type: none"> • Provide professional development for CTE teachers on how to incorporate the teaching of math and reading into their subjects (work with other curricular area coordinators) • Review language arts and math reports from Iowa Assessment data • Provide professional development for CTE teachers on how to incorporate employability/interpersonal skills into their subjects 	CTE Coordinator	2014 – 15

INSTRUCTIONAL PROGRAM: OPPORTUNITIES AND PRACTICES

Limitation	RECOMMENDATIONS and ACTION STEPS	CONTACT	TIMELINE
Relationship between ICCSD and Regional Center course opportunities are currently unclear	<p>Clarify and communicate Regional Center course opportunities with District staff, particularly CTE teachers and guidance counselors, and eventually students and families</p> <ul style="list-style-type: none"> • Establish course offering available to ICCSD students <p>Clarify and communicate credit options, in particular dual credit and articulated credit</p> <ul style="list-style-type: none"> • Contact officials at Kirkwood and U Iowa about course that generate college credit 	Assist. Supt . CTE Coordinator	2014-15
Keyboarding instruction is inconsistent in the elementary schools	<p>Examine keyboarding instruction at each elementary school and make recommendation to standardize instruction across the district</p> <ul style="list-style-type: none"> • Write a standard unit of curriculum addressing both content, frequency of instruction and instructional resources 	CTE and Library Coordinators	
Junior high Keyboarding curriculum is outdated	<p>Update junior high Keyboarding curriculum to include more concepts taught in "digital literacy"</p>	CTE Coordinator, Teachers, Principals	

RESOURCES: INSTRUCTIONAL MATERIALS AND RESOURCES

Limitation	RECOMMENDATIONS and ACTION STEPS	CONTACT	TIMELINE
Some labs and instructional materials are outdated	<p>Relative to labs, conduct an inventory of current age, condition, and safety issues; develop a plan for upgrades (not including computers)</p> <ul style="list-style-type: none"> • Develop a cycle for equipment replacement 	CTE Coordinator	2014 -15

Relative to instructional materials, identify out-of-date materials and develop a plan for acquiring new materials

- Identify needed materials and put a plan together for purchasing

RESOURCES: HUMAN

Limitation	RECOMMENDATIONS and ACTION STEPS	CONTACT	TIMELINE
Demand for CTE course enrollment exceeds available staff allocation	Review student requests for CTE course offerings; compare to actual staff allocation; identify the difference and compare to other department staff allocations	CTE Coordinator	2014-15

PROGRAM ADMINISTRATION: COMMUNICATION

Limitation	RECOMMENDATIONS and ACTION STEPS	CONTACT	TIMELINE
Communication limitations exist in some areas of the CTE program	Increase and diversify communication mechanisms to clearly and easily share information about CTE courses, requirements, registration procedures <ul style="list-style-type: none"> • Incorporate Electives Fair and Video clips to increase communications between CTE teachers and teachers in other academic areas 	CTE Coordinator and CTE teachers	Fall 2014

PROGRAM ADMINISTRATION: FINANCIAL RESOURCES

Limitation	RECOMMENDATIONS and ACTION STEPS	CONTACT	TIMELINE
Teacher perception that CTE budget is inadequate	Identify current expenditures and compare to perceived needs; identify if gap exists and to what degree	CTE Coordinator	2014-15