TN Department of **Education**

CTE Task Evaluation

Gateway 1:

Focused, Rigorous, and Relevant CTE Content

- Do the task and supporting materials clearly focus on CTE content?
- Are students held to rigorous expectations for performance?
- Is the task relevant to the most important content/skills of the course?

Gateway 2:

General Education Content and CTSO Integration

- Does the integration of general education content or CTSO events support a focus on the CTE content standards for the course?
- Are students held to the rigorous expectations of the general education content standards?
- Is the content integration relevant to the postsecondary and/or industry expectations in the course?

Gateway 3:

Instructional Supports

- Does the task provide supports that help teachers maintain rigorous expectations for student performance?
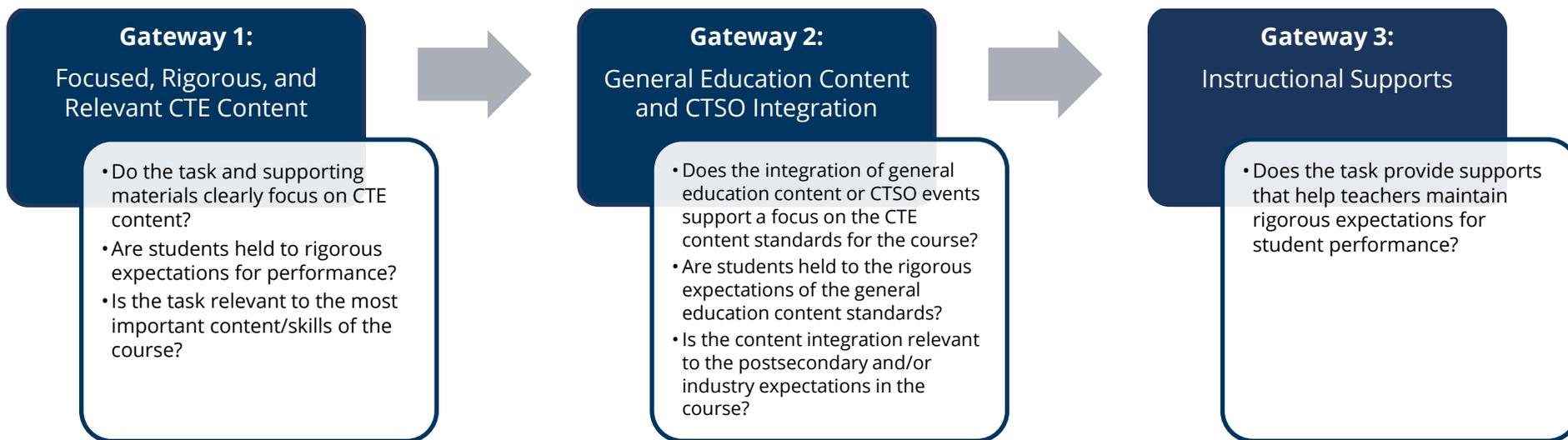
About This Tool:

This tool was developed to be used by CTE teachers and leaders to reflect on the quality of CTE tasks and instructional materials relative to the Tennessee CTE Standards and Vision of Excellent CTE Instruction. The tool may be used to identify highly-aligned tasks, improve the alignment of existing tasks, and/or to create new tasks. Teachers may use the tool independently; however, it may be best used to guide discussions about rigor and instructional quality among collaborative groups of CTE teachers, general education content teachers, postsecondary instructors, and industry leaders.

The tool is organized around three major gateways that reflect the priority of improving the rigor of content and performance expectations in CTE classrooms. Tasks and supporting instructional materials must meet expectations for Gateway 1 (CTE Content) before moving on to Gateway 2 (General Education Content/CTSO Integration) or Gateway 3 (Instructional Supports). If a task does not meet expectations for Gateway 1, a teacher or team must decide whether adjustments can be made to improve the focus on CTE content. Once made, the task can then be evaluated for Gateway 2. If a task meets expectations for Gateway 2, it should then be considered for Gateway 3.

This tool builds on similar tools developed by curriculum experts and organizations such as edReports.org, Achieve, Inc., Student Achievement Partners, Council of Chief State School Officers, Council of Great City Schools, and others. The tool's indicators do not reflect all criteria for high-quality tasks/instructional and materials, but rather this tool should be viewed as a work in progress and should be revised and adapted to meet emerging priorities as tasks and instructional materials are created, adapted, and implemented.

GATEWAY	INDICATOR	RATING	EVIDENCE
1. CTE Content is Focused, Rigorous, and Relevant. *Guiding Questions:* • *Does the task and supporting materials clearly focus on CTE content?* • *Are students held to rigorous expectations for performance?* • *Are student expectations for this task aligned to general expectations for high school students?* • *Would I be more likely to see this task in an elementary/middle school classroom or in a postsecondary course?* • *Is the task relevant to the most important content/skills of the course?*	☐ Task content is clearly focused on the most critical aspects of at least one standard for the CTE course.	**No Somewhat Yes** Note: If this indictor is rated as a "No," review of the task should not continue until modifications are made to improve the focus.	
	☐ Student expectations for performance are aligned to the intent of the standard(s) and the high-school expectations for the course.	**No Somewhat Yes** Note: If this indictor is rated as a "No," review of the task should not continue until modifications are made to improve the performance expectations.	
	☐ Student expectations for performance are aligned to industry and/or postsecondary expectations.	**No Somewhat Yes**	
	☐ Content and performance are aligned to the most important concepts and skills for the Course.	**No Somewhat Yes**	
Overall, based on the above ratings, is the CTE content Focused, Rigorous and Relevant?			
☐ This task needs major revisions before it can be used.	☐ This task has strong potential but could not be used as is. It needs revisions before it could be used with students."	☐ This task can be used as is, but some revisions are recommended.	☐ This task can be used as-is and is highly-aligned to the expectations of this gateway.
Evidence			

GATEWAY	INDICATOR	RATING	EVIDENCE
2. General Education Content and/or CTSO Integration is Rigorous and Relevant, and supports Focus on CTE content. *Guiding Questions:* • *Does the integration of general education content or CTSO events support a focus on the CTE content for the course?* • *Are students held to the rigorous expectations of the general education content standards?* • *Is the content integration relevant to the postsecondary and/or industry expectations in the program of study?*	☐ The task integrates general education content where it is <u>explicitly called for in the standard(s)</u>.	**N/A No Somewhat Yes** Note: If this indictor is rated as a "No," review of the task should not continue until the general education content standards are added.	
	☐ General education content integration supports students in <u>deepening understanding of CTE content or developing CTE skills.</u>	**N/A No Somewhat Yes** Note: If this indictor is rated as a "No," review of the task should not continue until the focus of the task is improved.	
	☐ <u>Performance expectations of general education content skills</u> meet the <u>demands appropriate for the course.</u>* *For example, if the course is primarily taken by Freshmen, ELA expectations should be in the 9-10 range.	**N/A No Somewhat Yes** Note: If this indictor is rated as a "No," review of the task should not continue until expectations are improved.	

If Math Standards are integrated:	☐	Math standard is from one of the <u>targeted widely applicable prerequisites</u> for college/postsecondary work.	N/A No Somewhat Yes	
Guiding Questions: • *Are the integrated standards related to Algebra, Functions Rates/Ratios/Proportional relationships, or careful attention to quantities and units?**	☐	Math integration includes <u>intentional integration</u> of at least one Mathematical Practice.	N/A No Somewhat Yes	
• *Are students applying math to relevant real-world CTE contexts?* *This is not an exhaustive list of the widely applicable pre-requisites.	☐	Math integration includes <u>emphasis on student application</u> of the standard to a real-world context.	N/A No Somewhat Yes	
If ELA Standards are integrated:	☐	Text meets or exceeds the <u>demands of industry-specific texts</u>.	N/A No Somewhat Yes	
• *Are the texts authentic and relevant to the industry and course of study?* • *Are students held to high expectations for writing, speaking, and listening?*	☐	<u>Writing, speaking, and listening skills</u> meet or exceed the <u>expectations of both the grade level standards and industry demands</u>.	N/A No Somewhat Yes	
• *Are students applying ELA skills in ways that are authentic and relevant to the CTE context and/or postsecondary work?* • *Does the task require text-based and written responses?*	☐	Text supports students in <u>building knowledge of CTE content</u> and <u>applying literacy and communication skills in a job-embedded environment</u>.	N/A No Somewhat Yes	
	☐	Work with text requires <u>text-based responses in both oral and written communication</u>.	N/A No Somewhat Yes	

| If CTSO events are integrated:

• *Does the CTSO event support development of CTE content knowledge or skill?*
• *Are students held to high expectations for their assignments relative to the standard and the highest expectations for the event?* | ☐ Integration of CTSO events/tasks supports the <u>development of CTE content knowledge/skill at the rigor of the course standards</u>. | **N/A   No   Somewhat   Yes**

Note: If the task is a "No" for this indicator, do not continue to the next indicator. | |
| | ☐ The task holds students to <u>performance expectations that are aligned to the high expectations* for the event and consistent with the demands of the standards.</u> | **N/A   No   Somewhat   Yes**

*Note: If the event does not have high expectations for success relative to the standards it should be rated a "No." | |

Overall, based on the above ratings, is General Education Content and/or CTSO Integration Rigorous and Relevant, and does it support Focus on CTE content?

| ☐ This task needs major revisions before it can be used. | ☐ This task has strong potential but could not be used as is. It needs revisions before it could be used with students." | ☐ This task can be used as is, but some revisions are recommended. | ☐ This task can be used as-is and is highly-aligned to the expectations of this gateway. |

Evidence

GATEWAY	INDICATOR	RATING	EVIDENCE
3. Instructional Supports *Guiding Questions:* • *Does the task and supporting materials give teachers enough guidance on how to use them to support (or assess) student learning?* • *Does the task and supporting materials support teachers and students in maintaining (or exceeding) the rigor of the CTE standards?*	☐ The task provides <u>a clear rationale</u> for how the task can be used to <u>support student learning goals</u> relative to course content and performance standards.	**No Somewhat Yes**	
	☐ The task <u>directions are clear</u> and support the teacher and students in <u>maintaining the rigor of the CTE and/or general education content standards.</u>	**No Somewhat Yes**	
	☐ The task includes recommendations/guidance on implementation of <u>Ready Teacher Actions</u> included in the Vision of Excellent CTE Instruction.	**No Somewhat Yes**	
	☐ The task can be used to elicit <u>direct, observable evidence</u> of the degree to which <u>each student</u> can demonstrate the knowledge and skills of the targeted CTE standards.	**No Somewhat Yes**	
	☐ Supporting materials include <u>answer keys, rubrics, and/or scoring guides</u> that are <u>clearly connected to the CTE standards</u> and/or integrated general education content standards.	**No Somewhat Yes**	

Overall, based on the above ratings, are instructional supports in place to facilitate the implementation of the task?			
☐ This task needs major revisions before it can be used.	☐ This task has strong potential but could not be used as is. It needs revisions before it could be used with students."	☐ This task can be used as is, but some revisions are recommended.	☐ This task can be used as-is and is highly-aligned to the expectations of this gateway.

Evidence