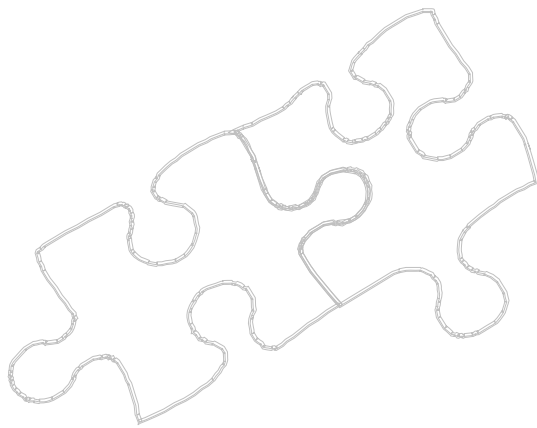


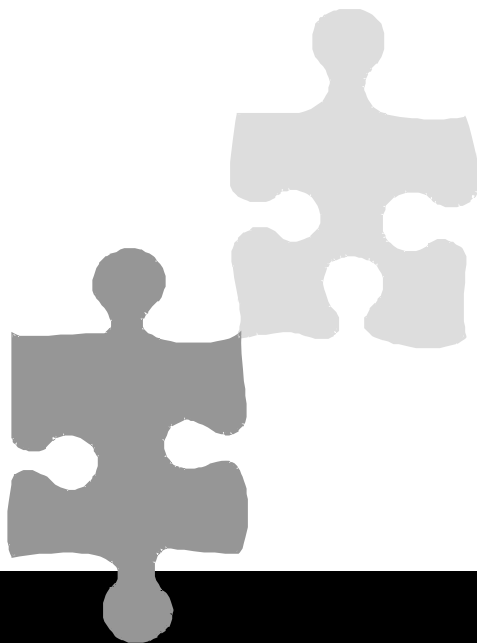
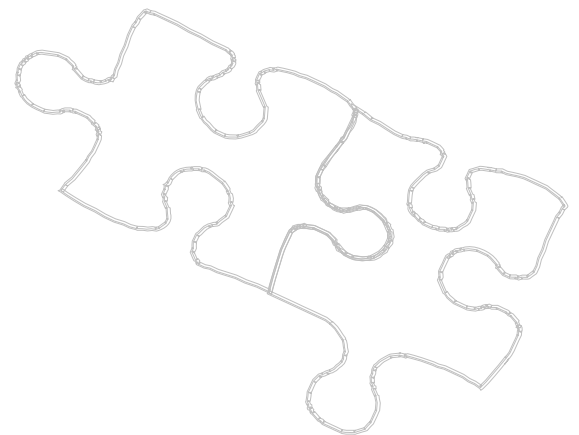


Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Perkins Compliance Review FY2013



Section "C"
Middle School



System Name:

School Name:

SECTION C-1

Middle School

MASTER SCHEDULE OF CAREER, TECHNICAL AND AGRICULTURAL EDUCATION TEACHERS

INSTRUCTIONS FOR COMPLETING THE SELF-STUDY MASTER SCHEDULE OF CAREER, TECHNICAL AND AGRICULTURAL EDUCATION (CTAE) TEACHERS

- Please attach a master schedule (*using the electronic format provided*) for all Career, Technical and Agricultural Education (CTAE) teachers in your high school. Be sure your school is identified on the cover of the Master Schedule.



Middle School Master
Schedule 02.14.2010

Required School Level Documentation

The following documentation should be available for review by the review team members during the on-site visit. The information should be organized in folders or notebooks for easy review.

1. **ANNUAL SUPPLY/EQUIPMENT BUDGET:** A copy of the previous year's supply/equipment budget and/or expenditures for your program.
2. **CURRENT TEACHING CERTIFICATE:** Include a copy of your current teaching certificate.
3. **CAREER TECHNICAL STUDENT ORGANIZATION (CTSO) MEMBERSHIP ROSTER:** A copy of the most recent CTSO membership roster for your program.
4. **ADVISORY COMMITTEE RECORDS:** Provide agendas and minutes of the previous two year's meetings. Include committee membership roster with business/organization affiliation identified.
5. **PROFESSIONAL LEARNING:** Include all workshop/training documentation from the CTAE Resource Network and all other professional learning activities for the past two years.
6. **EQUIPMENT INVENTORY:** Include a complete up-to-date inventory of equipment currently located in and used in your program.

SECTION C-2

MIDDLE SCHOOL

SELF-STUDY FOR CAREER, TECHNICAL AND AGRICULTURAL EDUCATION PROGRAMS
(COMPLETED BY MIDDLE SCHOOL TEACHERS)

Within Section C, submit one C-2 form per program area (not per teacher)

School Name:	<input type="text"/>	School System:	<input type="text"/>
Program Area:	<input type="text"/>	Number of Teachers:	<input type="text"/>

Does the class schedule allow adequate time to teach your course content?

<input type="text"/>

What kinds of program area assistance/support are you receiving from your

- State Program Specialist?
- System Level Administration?
- and School Level Administration?

<input type="text"/>

SCHOOL IMPROVEMENT PLANNING

How are you involved in the school improvement planning and implementation process? Does the school/system improvement plan specifically address the needs of students enrolled in CTAE programs?

<input type="text"/>

CAREER RELATED EDUCATION (CRE) DOCUMENTATION

Please give examples of how the following Career Related Education categories are addressed in your program. Reference the CRE Manual which can be found on the CTAE Resource Network website.

1. Career Awareness Activities: Guest Speakers, Career Day/Fair, Industry Presentations, Field Trips, Transition Visits, etc.

<input type="text"/>

2. Career Exploration Activities: Job Shadowing, Individual Advisement, Student Portfolios, Career Searches/Reports, etc.

<input type="text"/>

PROFESSIONAL ASSOCIATION

To which CTAE professional organizations do you belong?

--

PROFESSIONAL DEVELOPMENT

What type of professional development activities for your program area were you involved in during the past twelve months? (National, State, Regional, and/or Local)

--

STUDENT ORGANIZATIONS

Do you have a state/nationally affiliated Career Technology Student Organization (CTSO)?

Organization Name (CTSO)	
Number of Students Enrolled in Your Program	
Number of Active CTSO Members	

SAFETY CONSIDERATIONS IN CLASSROOM/LAB

How are safety requirements addressed and met in your Program Area classrooms and labs? Is safety an integral part of your instruction? How is safety reinforced in the classroom and lab? Are appropriate safety devices available for student use and protection?

--

EQUIPMENT AND SUPPLIES

Do you receive adequate supplies to operate an effective program? What are your procedures for inventory control? What is your schedule/procedure for replacement of equipment?

--

REINFORCEMENT/INTEGRATION OF ACADEMICS

How do you reinforce and/or integrate math, reading, and writing into your classroom and lab activities? Give specific examples.

--

SERVICE TO SPECIAL POPULATION STUDENTS

1. How are the needs of special populations being addressed? (Including persons with disabilities, limited English language proficiency, etc.)
2. Do you participate in the development of the IEP for students with disabilities?

--

ADVISORY COMMITTEES, INDUSTRY COLLABORATION

Do you have an Advisory Committee or participate in the related high school advisory committee meetings?

--

SECTION C-3
Middle School

SELF-STUDY FOR CAREER, TECHNICAL AND AGRICULTURAL EDUCATION PROGRAMS
[TO BE COMPLETED BY GUIDANCE COUNSELOR (S)]

School Name:

How does your career guidance program promote a seamless transition between middle school, high school, and post-secondary opportunities? Include major strategies and activities.

Do you have a Career Center? If yes:

- How do students/staff/parents have access to the facility?
- Where is the facility located in your building?
- Who is responsible for continued support and development of the center including resources and materials?
- How is the center used to enhance the guidance and counseling program?
- Is someone available to assist students/staff/parents?

If your school does not have a career center, why not?

Briefly describe the counselor's role in assuring CTAE program accessibility for special needs students (Title II, Title IX, Section 504).

Please describe your school's process for education and career planning with each student. Please address the involvement of parents in developing an individual education and career plan (Peach State Pathway: Education and Career Plan). Career planning includes the use of career assessments and opportunities for career exploration and planning.

Briefly describe the district/school process for reviewing resources, materials and promotional activities to ensure they do not create or perpetuate stereotypes or limitations based on race, color, national origin, sex or disability (Title II, Title IX, Section 504).

