

Classification of Instructional Programs Self-Review for Michigan Secondary Career and Technical Education State-Approved Programs

The Classification of Instructional Programs (CIP) Self-Review is a tool developed to assist with monitoring career and technical education (CTE) state-approved programs and help those programs to determine areas where program improvement is needed. The content of this document has not been changed from its previous version, but modifications have been made to provide clarity.

Administrator Responsibilities

Beginning in 2013-14, all 54 CEPD CTE administrators were required to review 20% of their CTE programs each year over the next five years. This process is completed via MCCTE Navigator (<http://ctenavigator.org>) by **June 30** of each year. All CTE programs must be reviewed at least once every five years. The sequence of the selected programs is at the discretion of the CEPD CTE Administrator. There is no need to upload a list of the CEPD-selected 20%. This information is recorded and reported within MCCTE Navigator. (**Note:** OCTE annually selects CTE programs to review during the TRAC cycle with a specific set of criteria. The selected programs may or may not be in the same 20% that the CEPD CTE Administrator has selected to review that year.)

Teacher Responsibilities

It is the lead CTE program teacher's responsibility to keep all CTE Program Serial Number (PSN) evidences, including the Profile Page, up to date in the CIP Self-Review at [MCCTE Navigator](#). Contact the appropriate OCTE program consultant if you have any questions.

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C01 – Program Teacher Certification		
<p>Michigan Teacher Certification Code: R390.1105, Rule 5.</p> <p>Michigan Teacher Certification Code: PART 6. OCCUPATIONAL ENDORSEMENT AND AUTHORIZATION</p> <p>R395.244, Rule 14(1)(b) R395.244, Rule 14(8)(a) R395.241, Rule 11(1)(c)</p> <p>Teacher may obtain their MOECS record at: https://mdoe.state.mi.us/MOECS/PublicCredentialsearch.aspx</p>	<ul style="list-style-type: none"> • <u>Each teacher</u> in the program must complete this section individually • Documentation to upload is listed below, and depends on the individual situation (in most cases, only one of these evidences is required) • If the name on the credential does not match the name used on the school schedule, include a PDF document from the district personnel office stating that they have verified that these records are for the same person • Upload PDF copies of actual credentials <u>only</u> in circumstances when credentials are not listed in MOECS records 	
	Criteria	Evidence
<input type="checkbox"/>	Certified teacher	<p>Update name in Navigator profile and CTEIS to <u>exactly</u> match name on credentials</p> <p>Teacher is appropriately certificated for program area</p> <p>Note: Actual credential of MOECS printout may be requested on site if a match cannot be made electronically.</p>
<input type="checkbox"/>	District holds Annual Career Authorization (ACA)	<p>Name in Navigator profile <u>exactly</u> matches name on credentials and ACA is current</p> <p>Note: Actual credential of MOECS printout may be requested on site if a match cannot be made electronically.</p>
<input type="checkbox"/>	Licensure if applicable (identify type)	Copy of current professional state licensure (PDF)
<input type="checkbox"/>	Industry Certification(s) if applicable	Copy of current industry certification (PDF)
<input type="checkbox"/>	Community college instructor if applicable (list college)	Copy of signed annual notification letter to OCTE Re: community college instructor(s)

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C02 – Program Teacher Professional Development		
Carl D. Perkins, §135(b)(5)(A-D) §134(b)(4) §124(b)(3) R395.244, Rule 14(8)(b)	Professional Development Records: each teacher in the PSN must provide this information. It is the responsibility of the lead teacher of the program to upload documentation for each teacher assigned to the PSN.	
	Criteria	Evidence
	Individual record(s) of Professional Development that demonstrate sustained efforts to improve knowledge and skills in one or more of the following areas: <ul style="list-style-type: none"> <input type="checkbox"/> Staying current with all aspects of program-related industry <input type="checkbox"/> Promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE <input type="checkbox"/> Effective integration and use of challenging academic in CTE provided jointly with academic teachers <input type="checkbox"/> Effective research-based teaching skills <input type="checkbox"/> Effective practices to improve parental and community involvement <input type="checkbox"/> Effective use of research and data to improve instruction <input type="checkbox"/> Provide relevant experience in the related business or industry (internship) <input type="checkbox"/> Training in the effective use and application of technology to improve instruction 	Record of Professional Development by the program teacher within the last five-year period that is CTE program-related (evidence could include agendas, registration receipt for workshops, conferences, or classes) Copy of district provided Professional Development Record (participation for review year)

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C06 – Program Advisory Committee: Industry Experts Providing Input To The Program			
<p>Carl D. Perkins, §134(b)(5) §135(b)(7) & (8) R395.244, Rule 14(8)(d)</p> <p>Michigan Perkins State Plan: Pages 8-12, 17, 18, & 20</p> <p>P.A. 451 & P.A. 94 R380.1507, Sec. 1507(5)</p>	Program Advisory Committee meets the following criteria:		
		<i>Criteria (all items required)</i>	Evidence
	<input type="checkbox"/>	Membership roster reflects representatives from the appropriate program specific business, industry, postsecondary representation, and a parent representative (administrators, counselors, students, academic teachers, or SPOPS coordinator may be non-voting members)	Membership roster with business affiliations of members and designated chairperson from business and industry
	<input type="checkbox"/>	Documentation of a minimum of two meetings each school year demonstrating advisory committee input on planning, development, implementation, operation, promotion, evaluation, and maintenance of the program that results in continuous program improvement	Meeting agendas and minutes that reflects committee input and list of meeting attendees.
	<input type="checkbox"/>	Appropriate program facilities, equipment, materials, and resources are relevant to the program curriculum and reflect current industry standards and technology as reviewed and approved by the program advisory committee (textbooks and software less than five years old)	Equipment inventory with purchase dates Technology inventory with purchase dates Textbooks with copyright dates Software with copyright dates
	Family and Consumers Science Only:		
<input type="checkbox"/>	One member sits on the district Reproductive Health Advisory Committee	PDF copy of Reproductive Health Advisory Committee Membership Roster	

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C10 – Implementation of Program Standards/Course Content			
Carl D. Perkins §113(b)(2)(ii) §124(b)(4)(A) §122I(1)(A)(ii) §133(b)(2)(A)(ii) §134(b)(3)(B) & (C) §134(b)(3)(A) §135(b)(3) & (4)(C) Sec. 2, (1), (2), & (7) Sec. 3(5)(a) State Plan II, A (ii) R395.231, Rule 1(c) R395.241, Rule 11(a) R395.241, Rule 11(1)(b) R395.244, Rule 14(4)(a) & (b) R395.244, Rule 14(8)(m) R395.244, Rule 14(8)(j)	Program includes the following components:		
		<i>Criteria (all items required)</i>	<i>Evidence</i>
	<input type="checkbox"/>	CIP-specific Gap Analysis (curriculum alignment to National and State CTE Program Standards) http://ctenavigator.org/resources	CIP-specific Gap Analysis (include plan of improvement if applicable)
	<input type="checkbox"/>	Syllabi for all courses in the program	Syllabi for each program course which includes course description and course duration
	<input type="checkbox"/>	Instructional Design Form (used to report program delivery in Career and Technical Education Information System - CTEIS): https://cteis.com/	Instructional Design Form completed by the program teacher
	<input type="checkbox"/>	Includes CIP-specific safety training	Program student safety record, detailing specific training and date of completion
	<input type="checkbox"/>	CTE program provides work-based learning experiences for each student related to program area Work-Based Learning Manual: https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html	Documentation of Work-Based Learning placement specific to occupational area (include WBL activity and date)
	<input type="checkbox"/>	CTE program provides student leadership development opportunities	Documentation of student leadership opportunities

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C13 – Strategies to Eliminate Barriers to Program Access										
Carl D. Perkins §134(b)(8-10) Sec. 316 R395, Rule 14(8)(i) R395, Rule 14(8)(e)	Program employs strategies to eliminate barriers to program access									
		<table border="1"> <thead> <tr> <th>Criteria (<i>all items required</i>)</th> <th>Evidence</th> </tr> </thead> <tbody> <tr> <td> <input type="checkbox"/> Room arrangement is accessible for all students, including disabled individuals, and includes at least one adjustable workstation </td> <td>Classroom/lab pictures or invoices</td> </tr> <tr> <td> <input type="checkbox"/> Classroom environment, curriculum, and materials are free of bias </td> <td> Textbook publishers bias-free statement Photos of classroom displays and learning environment </td> </tr> <tr> <td> <input type="checkbox"/> Program recruitment strategies, including application policy and procedures which are fair to all students </td> <td> Include when applicable: Recruitment materials/brochures Program applications and prerequisites Policy/procedure for enrolling students in CTE programs </td> </tr> </tbody> </table>	Criteria (<i>all items required</i>)	Evidence	<input type="checkbox"/> Room arrangement is accessible for all students, including disabled individuals, and includes at least one adjustable workstation	Classroom/lab pictures or invoices	<input type="checkbox"/> Classroom environment, curriculum, and materials are free of bias	Textbook publishers bias-free statement Photos of classroom displays and learning environment	<input type="checkbox"/> Program recruitment strategies, including application policy and procedures which are fair to all students	Include when applicable: Recruitment materials/brochures Program applications and prerequisites Policy/procedure for enrolling students in CTE programs
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C16 – Secondary-Postsecondary Connections			
Carl D. Perkins §135 (b)(2) Sec. 2. (2) Sec. 2. (6)	Secondary state-approved CTE program must have a postsecondary linkage. Program must UPLOAD one or more of the following:		
		Criteria	Evidence
	<input type="checkbox"/>	Program of Study (POS) – guidelines are available at www.careertech.org for developing a POS	CIP-specific Program of Study
	<input type="checkbox"/>	Articulated credit between the program and postsecondary institution	Program Articulation Agreement (may include state wide agreements)
	<input type="checkbox"/>	Concurrent/dual enrollment	Program specific contractual agreements regarding dual enrollment
<input type="checkbox"/>	Direct (transcript) credit	Program specific contractual agreements regarding direct credit	