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) 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.
### C01 – Program Teacher Certification


Michigan Teacher Certification Code: PART 6. OCCUPATIONAL ENDORSEMENT AND AUTHORIZATION

R395.244, Rule 14(1)(b)
R395.244, Rule 14(8)(a)
R395.241, Rule 11(1)(c)

Teacher may obtain their MOECS record at: [https://mdoe.state.mi.us/MOECS/PublicCredentialSearch.aspx](https://mdoe.state.mi.us/MOECS/PublicCredentialSearch.aspx)

- Each teacher 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 only in circumstances when credentials are not listed in MOECS records

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified teacher</td>
<td>Update name in Navigator profile and CTEIS to exactly match name on credentials</td>
</tr>
<tr>
<td>District holds Annual Occupational Authorization (AOA)</td>
<td>Name in Navigator profile exactly matches name on credentials and AOA is current</td>
</tr>
<tr>
<td>Licensure if applicable (identify type)</td>
<td>Copy of current professional state licensure (PDF)</td>
</tr>
<tr>
<td>Industry Certification(s) if applicable</td>
<td>Copy of current industry certification (PDF)</td>
</tr>
<tr>
<td>Community college instructor if applicable (list college)</td>
<td>Copy of signed annual notification letter to OCTE Re: community college instructor(s)</td>
</tr>
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### C02 – Program Teacher Professional Development

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| Individual record(s) of Professional Development that demonstrate sustained efforts to improve knowledge and skills in one or more of the following areas:  
- Staying current with all aspects of program-related industry  
- Promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE  
- Effective integration and use of challenging academic in CTE provided jointly with academic teachers  
- Effective research-based teaching skills  
- Effective practices to improve parental and community involvement  
- Effective use of research and data to improve instruction  
- Provide relevant experience in the related business or industry (internship)  
- 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) |

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.
### C06 – Program Advisory Committee: Industry Experts Providing Input To The Program

Carl D. Perkins, 
§134(b)(5)  
§135(b)(7) & (8)  
R395.244, Rule 14(8)(d)  

Michigan Perkins State Plan: Pages 8-12, 17, 18, & 20  
P.A. 451 & P.A. 94  
R380.1507, Sec. 1507(5)

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<tr>
<th>Criteria (all items required)</th>
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<tr>
<td>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)</td>
<td>Membership roster with business affiliations of members and designated chairperson from business and industry</td>
</tr>
<tr>
<td>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</td>
<td>Meeting agendas and minutes that reflects committee input and list of meeting attendees.</td>
</tr>
</tbody>
</table>
| 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:**

- One member sits on the district Reproductive Health Advisory Committee  

PDF copy of Reproductive Health Advisory Committee Membership Roster
### 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)

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| 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) |
| Syllabi for all courses in the program  
Syllabi for each program course which includes course description and course duration | |
| Instructional Design Form (used to report program delivery in Career and Technical Education Information System - CTEIS) | Instructional Design Form completed by the program teacher |
| Includes CIP-specific safety training | Program student safety record, detailing specific training and date of completion |
| CTE program provides work-based learning experiences for each student related to program area  
Work Based Learning Guide:  
http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53968-220470--,00.html | Documentation of Work-Based Learning placement specific to occupational area (include WBL activity and date) |
| CTE program provides student leadership development opportunities | Documentation of student leadership opportunities |
### 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)

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<td>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>
</tbody>
</table>
| Classroom environment, curriculum, and materials are free of bias | Textbook publishers bias-free statement  
Photos of classroom displays and learning environment |
| 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 |
## 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:

<table>
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<tr>
<td>☐ Program of Study (POS) – guidelines are available at <a href="http://www.careertech.org">www.careertech.org</a> for developing a POS and samples are available at <a href="http://www.michigan.gov/mde">www.michigan.gov/mde</a></td>
<td>CIP-specific Program of Study</td>
</tr>
<tr>
<td>☐ Articulated credit between the program and postsecondary institution</td>
<td>Program Articulation Agreement (may include statewide agreements)</td>
</tr>
<tr>
<td>☐ Concurrent/dual enrollment</td>
<td>Program specific contractual agreements regarding dual enrollment</td>
</tr>
<tr>
<td>☐ Direct (transcript) credit</td>
<td>Program specific contractual agreements regarding direct credit</td>
</tr>
</tbody>
</table>