CTE and Innovation

Program Data Review (PDR) Planning Document

Professional Learning

You will need to complete one Professional Leaning form for each school which addresses **school-wide** professional development opportunities, CTE staff capacity, and career cluster guidance.

School Name: _____

Career Cluster Guidance and Instruction – Does the school provide guidance and instruction on the concept of career clusters and support for student selection of a cluster or interest prior to a cluster-specific Quality Orientation Course?   *This could occur at the middle school level.*   ☐ Yes   ☐ In Progress   ☐ No

> Please describe what type of career cluster guidance and instruction is provided prior to the Orientation Courses.

To determine CTE staff capacity, indicate the number of professionals in the following roles for each of the previous three years. *See the Terms and Definitions document for additional information.*

Number Working in Local CTE Program(s)			
	2020	2021	2022
CTE Teachers			
Other Faculty			
School Leaders			
Administrators			
Specialized Instructional Support Personnel			
Career Guidance and Academic Counselors			
Paraprofessionals			

Indicate which professional learning opportunities were offered to each CTE professional at a school or regional (EFE or ROE) level for the past 3 years. The professionals DO NOT have to attend for the opportunity to be reflected in this section. *Put an "X" in the box for all that apply.*

	CTE Teachers	Other Faculty	School Leaders	Administrators	Specialized Instructional Support Personnel	Career Guidance and Academic Counselors	Paraprofessionals
Supporting individualized academic and career and technical education instructional approaches, including integration of academic and career and technical education standards and curricula.							
Ensuring labor market information is used to inform the programs, guidance, and advisement offered to students							
Providing opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials							
Managing career and technical education programs in the schools, institutions, or local educational agencies of school leaders or administrators							
Implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs							
Providing opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, if available, evidence-based pedagogical practices							
Training to provide appropriate accommodations for individuals with disabilities							
Training in frameworks to effectively teach students, including a focus on students with disabilities and English learners, with may include universal design for learning, multi-tier systems of supports, and positive behavioral spaces that provide access to tools							
Training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries							