

ISBE CTE Secondary Program Quality Review (PQR) Terms and Definitions

Professional Learning Opportunities and CTE Professional Capacity Sections

CTE Teachers – Appropriately licensed instructors of CTE courses.

Other Faculty – Any other appropriately licensed instructors that support, plan, or teach within CTE programs (e.g., math teacher for Geometry in Construction).

School Leaders – Individuals without an administrative license that make or are involved in decisions on CTE programs (e.g., CTE Directors, Teacher Leaders, Curriculum Directors).

Administrators – Principals and Superintendents that make decisions regarding CTE programs.

Specialized Instructional Support Personnel – Appropriately licensed instructors and directors that support, plan, or teach special populations within CTE programs.

Career Guidance and Academic Counselors – School Counselors, Career Counselors, or other staff that support, plan, or assist with career exploration or student placement within CTE programs.

Paraprofessionals – An individual who has an Educator License with Stipulations as a paraprofessional that performs their duties within a CTE program (<https://www.isbe.net/licensure-requirements>).

Requirements of a paraprofessional:

- At least 19 years of age
- 1 of the Following:
 - Associate’s degree or higher
 - 60 semester hours of coursework
 - High School Diploma or GED **and** a score of 460 or higher on the ETS Parapro
 - High School Diploma or GED **and** the following scores on the ACT Workkeys:
 - Applied Mathematics/Applied Math (with a score of 4)
 - Reading for information/Workplace Documents (with a score of 4)

Program Quality Rubric Section

Enrollment Size – Number of students who are registered and have completed a career and technical education (CTE) course.

POS – Program of Study; a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

- (A) incorporates challenging [State academic standards](#), including those adopted by a State under section 1111(b)(1) of the [Elementary and Secondary Education Act of 1965](#);
- (B) addresses both academic and technical knowledge and skills, including employability skills;
- (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;

- (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- (E) has multiple entry and exit points that incorporate credentialing; and
- (F) culminates in the attainment of a recognized postsecondary credential.

Academic Standards – Illinois Learning Standards accessed at <https://www.isbe.net/Pages/Academics.aspx>

Technical Knowledge and Skills – Technical competencies relate to specific industry knowledge and skills foundational to in-demand occupations across a cluster or related cluster grouping and the ability to apply that learning in a workplace environment.

Employability Skills – Essential employability competencies are workplace dispositions and attitudes connected to often-performed work tasks and behaviors that are applicable across all industries. The State has established [Recommended Technical and Essential Employability Competencies](#) which may be utilized or adapted to meet a region’s needs and context.

Placement Data – After graduating from secondary education, a student who is involved in postsecondary education or advanced training, military service or a service program under the National and Community Service Act, are volunteers in the Peace Corps, or are employed.

Certification/Credential Opportunities – Recognized postsecondary credential

- **Recognized Postsecondary Credential** – A credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.
 - **Industry Credential** - This is a work-related credential, certification, or license that:
 1. Verifies an individual’s qualifications or competence in a specific skillset related to a particular industry or occupation;
 2. Is issued by an industry-related organization or state licensing body with the relevant authority to issue such credentials; and
 3. Is broadly sought or accepted by employers as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purposes.

Advisory Committee – A Program Advisory Committee is a group of stakeholders which may include representatives from local business and industry, college administrators, faculty, staff, and representatives from transfer institutions who advise the institution on the development, implementation, and evaluation of CTE programs to ensure programs are tailored to meet the workforce requirements of the community while addressing student needs.

Orientation Course – A foundational or introductory course (starting in SFY 2021, group 1 or group 2) that provides a broad understanding of the CTE program and/or career cluster.

Advanced Course – A course that develops competencies and skills needed for entry-level employment or further postsecondary education (starting in SFY 2021, group 3).

Team-based Challenges – A group problem-based learning project relating to an individual’s career area of interest that involves a problem relating to employers within that area, includes mentoring from adults with expertise in that area, and requires the individual to present the outcomes of the project.

CTSOs – Career and Technical Student Organization; an organization for individuals enrolled in a CTE program that engages in CTE activities as an integral part of the instructional program.

Work-based Learning – Sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction. Examples include: internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, apprenticeships (i.e., youth, pre-, registered, non-registered, research), student-led enterprise, remote work for a client/employer, school-based enterprise, cooperative work agreement, or clinical experience.

Appropriate Facilities, Equipment, Technology and Materials – Appropriate and accessible facilities that use industry standard technology and equipment.