



**Career and Technical Education
Program of Study Application
2019 Version
(Full Application)**

Directions—please enter information into **ALL** the fields in this application. If you have technical problems with this application, contact Ron Dodge ron.dodge@ode.state.or.us.
(For detailed information on how to complete this application consult the [Guide to Using the Oregon CTE Program of Study Application 2019](#).) **DEADLINE for submission: June 28, 2019 (Early Bird: April 30, 2019)**

CTE POS—Title:	Marketing
Career Area:	Business Management--BM
Cluster Area (& appropriate secondary CTE licensure):	BM--Marketing
Focus Area (if applicable):	Marketing
Secondary CIP Code: (Link to CIP website)	52.1401 (6 digit)
Community College CIP Code: (Link to CIP website)	52.1801 (6 digit)

Secondary School Name:	Liberty High School	
Secondary School District:	Hillsboro School District	
Secondary School ID Number: (Link to ID lookup)	4018	
Secondary Teacher Name	Email	Current CTE License
Jeremy Nesbitt (Lead Teacher)	nesbittj@hsd.k12.or.us	BM--Marketing

Secondary Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	2AREG051
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CC Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	10REG002 or 2AREG002
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Primary Oregon Community College Name: (Contact POS.Application@state.or.us to add multiple colleges)	Portland Community College
College Point of Contact:	PCC Sally Earll sally.earll@pcc.edu
Community College CTE Program Title(s):	Marketing
Community College Award:	Associate of Applied Science

Visual/Roadmap: (Insert link, or identify location where sample of visual can be found)	
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Regional Coordinator/Contact:	2A--Beth Molenkamp elizabeth.molenkamp@pcc.edu
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CTE Teacher: Submit complete electronic application materials to your CTE Regional Coordinator.
Regional Coordinator: Submit completed applications to ODE using the **Submission Process** on the last page of this application.

DEADLINE for submission: June 28, 2019

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New: CTE POS Course Matrix—Secondary & Postsecondary

Sample Screen Shot: Finance Cluster

The screenshot displays a spreadsheet interface for a '2019 Skills-to-Course Matrix'. The title is '2019 Skills-to-Course Matrix'. Below the title are input fields for '[CTE Program of Study Name]', '[High School Name]', '[Community College Name]', and '[Date]'. The cluster is identified as 'Finance Cluster'. A detailed 'Instructions' box provides steps for data entry. The main data table is titled 'Cluster Knowledge and Skills (CTE standards)'. It has columns for course information (Course Number, NCEC Code, Credits) and rows for skills (FN 01-FN 08). The skills descriptions include: 'Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in the finance industry.', 'Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.', 'Plan, staff, lead and organize human resources in finance to enhance employee productivity and job satisfaction.', 'Determine effective tools, techniques and systems to communicate and deliver value to finance customers.', 'Create and maintain positive, ongoing relationships with finance customers.', 'Plan, monitor and manage day-to-day activities to ensure effective and efficient finance operations.', 'Implement safety, health and environmental controls to ensure a safe and productive finance work workplace.', and 'Describe and follow laws, regulations and ethical standards that affect finance'.

Please Submit Course-to-Skill Sets Matrix (crosswalk) with this application:

- Follow the instructions on the Skill Set Matrix home page
- Complete one matrix for both secondary and postsecondary courses; add columns as necessary
- Please enter all information for each course: title, course number, NCEC Code (secondary), credits, if required for TSA.
- Check only those skills or standards taught with intent and purpose and assessed in each course
- Submit the matrix through the SmartSheet process with this Application

[Link to CTE POS Course Matrices—all Clusters](#)

CTE POS Design Elements

There are five Elements necessary for a robust Career and Technical Education Program of Study—all are critical to being State approved in Oregon

GENERAL DIRECTIONS FOR COMPLETING THE ELEMENTS SECTIONS:

- In the first part of each Element section, click on each checkbox for criteria that applies to your Program of Study
- For those criteria that do not apply at this time, explain in the Comments box at the end of the section why those criteria are not met and how you will address them before the program is up for revision. (POSs are usually approved for four years.) A program that does not meet all elements at the time of application may be temporarily approved as a “State Recognized Program” (SRP) until missing elements are completed; SRP’s can convert to POS anytime and be immediately eligible for Perkins funds, per local grant administrator’s budget.
- In the second part of each Element section, there is the expandable space provided for Comments, as mentioned above. Use this box to explain missing check marks in the criteria statements above, point out strengths of your program, or identify special circumstances you need to have considered during ODE review of this application
- If you already have documents or files that help demonstrate the strength or potential of each Element, simply upload those files to the SmartSheet® folder for this POS Application. You may provide links to online documents, when submitting this application, rather than write lengthy responses in the Comment box. (Consult the [Guide to Using the Oregon CTE Program of Study Application 2019](#) for details about how to use Addenda if submitting supporting documents or files.)

Element 1: Standards & Content

Standards and Content are the foundational elements for designing and improving Perkins-eligible Programs of Study

This POS design includes:

- A. Relevant, rigorous technical skill standards-based content, including or aligned with challenging academic standards
- B. Shared secondary and post-secondary technical content that incorporates the knowledge and skills identified in the Oregon Skill Sets or other industry-based standards, which are validated through national and state employer input
- C. Sufficient size, scope and sequence to include curriculum and instruction leading to student attainment of academic and technical knowledge and skills for high school graduation, college entry, and careers within high wage, high demand fields
- D. A systemic approach to instructional delivery of academic and technical knowledge and skills where students demonstrate skill through contextual assessments, as well as valid and reliable technical skill assessments (TSA) aligned to industry standards
- E. A plan for continuous improvement of program design and instructional delivery that provides the opportunity for each CTE POS student to:
 - Meet diploma requirements, post-secondary entry requirements, and/or certificate/degree/industry credential requirements
 - Demonstrate mastery of academic and technical content that is aligned with industry standards
 - Apply learning through authentic experiences
 - Develop skills and build confidence to compete in high wage, high skill, and/or high demand occupations.
- **Directions for using the Comment box**—The box below expands to accommodate your comments. Enter in this box explanation for missing checks above, or notes regarding program strengths worth consideration during POS review. If you already have documents or files that do this more quickly, simply upload those documents or files (or links to them) with this application to the SmartSheet® folder. (Consult the [Guide to Using the Oregon CTE Program of Study Application 2019](#), for more details.)

Please address these questions through your comments in **Element 1 Comment Box** below (or attach documentation in an appropriately identified and uploaded file/folder):

- Address any unchecked box above
- Explain how this POS is aligned with challenging academic standards at the HS and CC levels
- Identify those who participated in the decision of which skill set to use for this POS
- Who participated in the crosswalk of the skill sets to HS and CC courses

Element 1 Comment Box:

A. No unchecked boxes

CTE Program Of Study 2019 Application (continued)

B. For this program of study, we will be using the Oregon Skills Sets for Marketing under the Business and Management cluster in the following Career Areas:

- Professional Sales: <https://www.ode.state.or.us/apps/oss/CreatePDF.aspx?pageID=1001>

- Merchandising: <https://www.ode.state.or.us/apps/oss/CreatePDF.aspx?pageID=1002>

- Marketing Management: <https://www.ode.state.or.us/apps/oss/CreatePDF.aspx?pageID=1004>

C. Through the school district Career Learning Advisory teams (CLAs), high wage high demand data was examined when creating this pathway. Marketing is a growing industry around the country and in the State of Oregon. Please see the linked crosswalk for the program of study.

D. The high school instructor and the district's CLA created the high school crosswalk. The community college crosswalk was compiled by PCC's Perkins Specialist using the CC&R's assembled by the department's instructors and department head.

An advisory committee for this program will meet bi-annually to ensure the program design and instructional delivery is continuously improving and meeting industry standards. This committee will also help build internship opportunities and relevant learning experiences.

Element 2: Alignment and Articulation

Alignment and Articulation are key to help Program of Study partners work together to build career pathways for CTE students

The alignment of this POS includes:

- A. A unified, cohesive sequence of content among secondary and post-secondary partners contained in a non-duplicative sequence of courses or learning experiences.
- B. Alignment of content between secondary and post-secondary education partners may include course articulation or other ways students can acquire post-secondary education credits (e.g. Credit for Proficiency, Dual Credit, Oregon Transfer credit, etc.).
- C. Articulation agreements are developed, implemented and supported at the institutional level to ensure long-term sustainability and cross-sector cooperation.
- D. Based on the program design and instructional plan, each student will:
 - Continually progress in knowledge and skills when ready;
 - Earn high school or college credit based on performance; and
 - Make the connection between educational preparation and entry into a career.

➤ **Directions for using the Comment box**—The box below expands to accommodate your comments. Enter in this box explanation for missing checks above, or notes regarding program strengths worth consideration during POS review. If you already have documents or files that do this more quickly, simply upload those documents or files (or links to them) with this application to the SmartSheet® folder. (Consult the [Guide to Using the Oregon CTE Program of Study Application 2019](#), for more details.)

Please address these questions through your comments in **Element 2 Comment Box** below (or attach documentation in an appropriately identified and uploaded file/folder):

- Address any unchecked box above
- Briefly describe the level of alignment and/or articulation that exists for this POS (you may also identify non-Perkins eligible alignments that exist with private schools, universities, etc.)
- Briefly describe the alignment and/or articulation activities that have occurred, and who participated from HS and CC levels

Element 2 Comment Box:

A. Box C is left unchecked as the high school instructor is in the process of obtaining articulation agreements with PCC. This Program of Study is already aligned with PCC's Business Management Marketing program.

B. This Program of Study was created to align with industry and post secondary requirement;

C. Currently, this program of study is only aligned and not articulated with PCC. We are in the process of pursuing dual credit options with the instructors at PCC. Continuous improvement is crucial. The advisory committee is made up of post secondary, as well as, industry professionals and will provide valuable input regarding program design and instructional plans to ensure a connection between educational preparation for entry to career and college.

Element 3: Accountability & Evaluation

Accountability and Evaluation are core elements for Perkins eligibility—they provide data illustrating the value of CTE to students' college/career plans

In this POS design:

- A. Performance will be measured against the Perkins-required performance measures as described in Perkins IV Measurement Definitions identified in Oregon's State Plan (re: Data Collection)
- B. Business, community and education partners (specifically, an Advisory Committee) participate in CTE Program of Study design, development, and evaluation, including:
 - Assistance in evaluating program vision, goals and priorities
 - Validation of industry skill standards for curriculum content and technical skill assessment, where appropriate
 - Participation in the CTE teacher recruitment, instructor appraisal process, and ongoing faculty professional development
- C. Perkins performance data is used for data-driven, CTE program of study design and improvement decisions
- D. Students have the opportunity to learn in a contextual career related environment that allows them to:
 - Monitor their own progress through their demonstration of attaining technical and academic skill standards
 - Demonstrate their technical and academic proficiency in meaningful ways, e.g., Technical Skill Assessment, industry credential, etc.
 - Adapt their program to meet personal goals based on industry requirements and performance outcomes

- **Directions for using the Comment box**—The box below expands to accommodate your comments. Enter in this box explanation for missing checks above, or notes regarding program strengths worth consideration during POS review. If you already have documents or files that do this more quickly, simply upload those documents or files (or links to them) with this application to the SmartSheet® folder. (Consult the [Guide to Using the Oregon CTE Program of Study Application 2019](#), for more details.)

Please address these questions through your comments in **Element 3 Comment Box** below (or attach documentation in an appropriately identified and uploaded file/folder):

- Address any unchecked box above
- Identify the data used in designing this POS, and the effect that the data had on the design
- Identify the members of the Business Advisory Committee
- How will the POS be evaluated, and by whom?
- How will you know if the POS is successful?
- What process will you use to decide any changes that need to occur because of the POS evaluation?
- **Required:** List the TSA(s) code used for this POS on Page 1 ([ODE approved list](#))

Element 3 Comment Box:

A. No unchecked boxes

B. As a school district we use the Performance Measurement data collection from ODE to help us evaluate our CTE programs of study. This data assists us in developing Professional Development opportunities for our teachers as well as helps us make decisions regarding what our focus needs to be for the programming. The Performance Measurement data in addition to our local data around high wage high demand careers, student enrollment data, forecasting numbers, and student interest along with feedback guides the advisory teams and the district level decision making around programs of study and pathway work/development. School and advisory teams meet to discuss the data, identify trends and to problem solve.

C. The advisory committee for this program will meet bi-annually to evaluate the program design and instructional delivery in order to ensure that it is meeting industry standards. This committee will also help build internship opportunities and relevant learning experiences. The Business Advisory Committee consists of: Lise Claybaugh, Julie Nix, Hussein Al-Baiaty, and Sam Causton.

D. This POS will be evaluated by the instructor, the Business Advisory Committee and district administrators, including the high school administration and the Career Learning Advisory (CLA) team

CTE Program Of Study 2019 Application (continued)

E. The criteria that will be used to determine success will include student enrollment, the number of students that complete the program, feedback from the Business Advisory Committee and the CLA.

F. Changes will be made with assistance from the Business Advisory Committee and the CLA.

An area that we are focusing much more purposeful attention around is our CTE advisory committees. We found that as we grow our programming, our industry partners and community college faculty feel stretched and advisory committee attendance declined. We now are working on having shared advisory committees between similar programs at our 4 comprehensive and one alternative school to eliminate this issue.

Please see the Advisory Committee handout that we give to our prospective committee members.

[https://docs.google.com/document/d/1ZUcy_-](https://docs.google.com/document/d/1ZUcy_-h671_I2OFct2ccdk7VyJLOPsWv8plt_ihFXI4/edit?usp=sharing)

[h671_I2OFct2ccdk7VyJLOPsWv8plt_ihFXI4/edit?usp=sharing](https://docs.google.com/document/d/1ZUcy_-h671_I2OFct2ccdk7VyJLOPsWv8plt_ihFXI4/edit?usp=sharing)

The advisory committee, which includes secondary, post-secondary and industry people, helps us validate curriculum and industrial skills as well as helps us recruit CTE teachers when we have openings.

Students have the opportunity to monitor their own progress on technical skills attainment through formative assessments that occur daily in the classes. Student also have project based learning opportunities in which they can see first hand how they are doing and how what they are learning connects to the real world. Advisory Committee members also come in to give students feedback and act as guest speakers.

G. Secondary: 10REG002 Post Secondary: 2AREG051

Element 4: Student Support Services

Student Support Services include the ways that all students are made aware of the career and education opportunities available in the CTE career Pathway that is the focus of this POS.

In this POS design:

- A. All CTE students will have informational guidance support and advising to assist them in progressing through a CTE program of study in an efficient and seamless manner (e.g. Career Pathway Templates and/or Roadmaps, Education Plan and Profile, POS visual guides, Career Information System, etc.).
- B. Each student will be able to:
 - Identify the career path options he/she can follow to a chosen career;
 - Receive consistent and informed messages about career and possible financial options for post-secondary education;
 - Take ownership of their education through maintaining a current education plan;
- C. Compliance is evident with Federal regulations, including Title VI- Civil Rights Act of 1964; Title IX – Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, Sex, Religion, National Origin, Age or Disability; Title II of the Americans with Disabilities Acts of 1990; therefore, this POS provides:
 - Appropriate access for all students, including non-traditional and special populations.
 - A non-biased and non-discriminating learning environment (with respect to race, color, national origin, gender and disability status).
 - Program facilities with physical access and instruction that accommodates students with disabilities, including various learning styles (e.g. the use of visual, auditory, tactile, and kinesthetic teaching methods, and other appropriate forms of instruction).
 - Responsiveness to the needs of students for whom English is a second language.
- D. Opportunities for structured student leadership are a program component and integrated into CTE POS instruction. This POS integrates either:
 - 1) One of the [state chartered CTSO's](#): DECA, FBLA, FCCLA, FFA, FNRL, HOSA, SkillsUSA, TSA **—or—**
 - 2) Another local or national organization that meets the criteria listed in the ODE [Student Leadership criteria](#) document.
 - The locally developed student organization or experience provides leadership development opportunities that meet the following expectations (see details in linked document above):
 - Context related instruction, career development, and practical assessment
 - Community-based learning experiences
 - Organizational management and administrative experiences

- **Directions for using the Comment box**—The box below expands to accommodate your comments. Enter in this box explanation for missing checks above, or notes regarding program strengths worth consideration during POS review. If you already have documents or files that do this more quickly, simply upload those documents or files (or links to them) with this application to the SmartSheet® folder. (Consult the [Guide to Using the Oregon CTE Program of Study Application 2019](#), for more details.)

Please address these questions through your comments in **Element 4 Comment Box** below (or attach documentation in an appropriately identified and uploaded file/folder):

- Address any unchecked box above
- Briefly describe the POS-specific student support services that HS and CC students will receive in this POS that will support their success in the courses
- How will those student support services help inform and prepare HS and CC students for their next educational and career steps?
- Briefly describe the specific efforts that will be made to recruit all types of students into this POS (both HS and CC levels)
- Briefly describe any student leadership opportunities that will be available for both HS and CC

Element 4 Comment Box:

A. No unchecked boxes

B. Adaptations for Students with Special Needs & English Language Learners

Students with special needs as well as English Language Learners (ELL) will be given equal opportunities to succeed in this class. Adaptations will vary lesson to lesson due to content and students' individual needs, interests and abilities. Regular and authentic assessments will provide a

CTE Program Of Study 2019 Application (continued)

meaningful measure of the level of learning and growth of each student. The authentic assessments will also provide information in regards to how well the students' needs are being met.

Students on Individual Education Plans (IEPs) will have the opportunity to work in cooperative groups with diverse learners. This will encourage and allow every student to be an active member of the classroom. We will use audio, visual, and tactile methods in the classroom to insure that all students have an opportunity to learn in the method that best suits their learning abilities. I will not hesitate to make inflight changes to modify assignments to match students' individual needs and strengths.

Taking part in learning experiences that match their cognitive level will challenge Talented and Gifted Students. This does not mean tacked-on work or additional assignments, but instead they will use their higher level thinking skills in cooperative and individual work.

All students have opportunities to participate in all programs of study no matter learning or physical disability. Teachers work with case managers to accommodate special needs as per board and state policy.

www.hsd.k12.or.us/Portals/0/District/board/hsd%20policies/I%20Instruction/IGBAF-AR.pdf

ELL students are provided support through many different methods in classes; for example, interpreters, differentiation and sentence frames, ect. In addition, students receive support from case managers and after school tutoring.

"It is the policy of the Board that equal educational opportunity and treatment be provided to all students. No student legally enrolled in the District shall, on the basis of race, color, religion, sex, sexual orientation, parental status, national origin, marital status, disability, or age be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity administered or authorized by the Board."

www.hsd.k12.or.us/Portals/0/District/board/hsd%20policies/J%20Students/JB%2004-09.pdf

C. All students create a 4 year plan in Naviance with their guidance counselor. This includes guidance in picking program of study courses. <https://www.hsd.k12.or.us/Page/220> Students begin their career and college guidance beginning in kindergarten, please refer to the CCP roadmap linked here:

https://www.hsd.k12.or.us/cms/lib/OR02216643/Centricity/Domain/95/Documents/CCP%20Roadmap_0516.pdf

https://www.hsd.k12.or.us/cms/lib/OR02216643/Centricity/Domain/95/Documents/CCP_Timeline_enl.pdf

D. All students will recruited through posters placed around the high school, participation in the incoming 8th grader curriculum night with students and displayed projects.

E. In order to provide students with extended learning opportunities that give practical application and knowledge, we are looking to start a DECA Chapter in the coming years. <https://www.deca.org/>

Enter comments here

Comments:

1. Relevent Links:

PCC WEBSITES OF PROGRAMS <http://www.pcc.edu/programs/>

MARKETING WEBSITE <http://www.pcc.edu/programs/business/marketing/>

CTE Program Of Study 2019 Application (continued)

BUSINESS ADMINISTRATION-MARKETING COOPERATIVE EDUCATION

<http://www.pcc.edu/resources/careers/internships/documents/coop-student-handbook.pdf>

BUSINESS ADMINISTRATION-MARKETING CATALOG

http://catalog.pcc.edu/programsanddisciplines/businessadministration/#Marketing_AAS_Degree

GRAD PLAN <http://www.pcc.edu/resources/advising/grad-plan/>

ADVISING SERVICES <http://www.pcc.edu/resources/advising/>

COUNSELING SERVICES <http://www.pcc.edu/resources/counseling/>

CAREER COUNSELING <http://www.pcc.edu/resources/careers/resource-centers/career-exploration.html>

CAREER CENTER <http://www.pcc.edu/resources/careers/resource-centers/>

START LAB <https://www.pcc.edu/resources/orientation/documents/orientation-schedule.pdf>

ESOL PROGRAM ADVISORS <http://www.pcc.edu/prepare/esol/sylvania/>

ESOL PROGRAM <http://www.pcc.edu/prepare/esol/>

INTERNATIONAL ADVISORS <http://www.pcc.edu/about/international/>

DISABILITY SERVICES <http://www.pcc.edu/resources/disability/>

OFFICE OF AFFIRMATIVE ACTION AND EQUITY <http://www.pcc.edu/about/affirmative-action/>

DIVERSITY TRAINING <http://www.pcc.edu/about/affirmative-action/training.html>

TRANSFER INFORMATION <http://www.pcc.edu/programs/university-transfer/>

OREGON TRANSFER GUIDES <http://www.pcc.edu/programs/university-transfer/transfer-guides/>

OUT OF STATE TRANSFER GUIDES <http://www.pcc.edu/programs/university-transfer/transfer-guides/out-of-state.html>

2. Technical Skill Assessment: <http://www.ode.state.or.us/apps/oss/assessmentClusters.aspx>

3. All expectations have been met. The following information provides supporting evidence for the Expectations: Student Support Services per each original statement.

A. Students receive information, guidance, and/or counseling specific to this CTE Program of Study, including career and job market information, and college program information. Evidence: Students in the Business Administration-Marketing program at PCC have a specialized advisor who is knowledgeable about PCC systems as well the nuances of the field and the program. The PCC website shows the many diverse CTE programs available as well as how to get started in one, a career center as well as offers advising and career counseling services.

B. Students participate in CTE POS specific career related learning experiences or related work experience. Evidence: Students are encouraged to take BA280 Cooperative Education: Business Experience (1-6 cr). to meet their required degree elective requirements. This is an internship experience that is offered in a real world setting.

C. Students' education planning is developed around information specific to this CTE Program of Study. Evidence: Students and advisors work with the GRAD PLAN program to create a personalized degree plan based on the students' level of entry at PCC and the program requirements. In addition, the catalog of programs and degrees offers guidance on educational planning.

D. Extended application projects or capstone experiences are developed within the context of this CTE Program of Study. Evidence: Students complete a series of extensive applied projects throughout the program starting in their first year. They will experiment and understand a variety of materials as well as complete projects from the preplanning phase through completion.

CTE Program Of Study 2019 Application (continued)

E. Written information is provided to all students in this CTE Program of Study informing them of available articulated college (or university) credits, dual credit, expanded options, scholarships, and other postsecondary opportunities. Evidence: PCC has extensive and detailed information available in their transfer website and in the transfer guides that are available showing the paths of articulation from PCC CTE programs to university programs. The program advising specialist reaches out to students through email, class visits and one-on-one meetings about transfer options, scholarships, extra0curricular opportunities, and available college resources. .

F. Efforts are made to provide information to students who are considered non-traditional by gender to the occupations resulting from this CTE Program of Study. Evidence: PCC is committed to reaching out to all students regardless of their gender. The CTE program advisors are empowered to reach out to high school students through high school visits, annual student preview day, and career fairs.

G. Access and recruitment to courses in this CTE POS are provided for all students including, but not limited to all Oregon and federal protected classes. Evidence: PCC is firmly committed to creating a diverse student body through continued and regular education of staff and faculty as well as by offering ongoing support to students and staff through the Office of Affirmative Action and Equity.

H. Accommodations are made to assure students with special needs can participate in this CTE POS. Evidence: The Disability Services office at PCC is able to help accommodate students with documented disabilities receive services they may qualify for.

I. Assistance is provided for students wishing to participate in this CTE POS for whom English is not their native language. Evidence: Most CTE programs require an English and Reading level minimum placement of WR 115 and/or RD 115. PCC offers ESOL courses for students who wish to improve their English language proficiency prior to entering into their CTE program of choice. For students who are studying on an international visa, international advisors that specialize in helping non-native speakers enter into the ESOL program are available.

Element 5: Professional Development

Professional Development for POS teachers should be designed on the needs identified by data, and should focus on continuous improvement of student opportunities within this POS.

The planned professional development for this POS will:

- A. Connect to teacher effectiveness evaluations.
- B. Help teachers and administrators develop and improve standards-based curriculum and learning experiences that promote the integration of coherent and challenging academic content and industry-based technical standards, including opportunities for the appropriate academic and CTE instructors to jointly develop and implement classroom-based curriculum and instructional strategies.
- C. Include professional development that is high quality, sustained, intensive, and focused on instruction designed to increase the academic knowledge and understanding of industry standards
- D. Encourage applied learning methodology that contributes to the academic and CTE knowledge of the student
- E. Provide research and training opportunities that help teachers develop appropriate and useful assessment tools and strategies.
- F. Provide training and guidance geared to help improve instructional delivery methodology that helps improve student performance and skill acquisition, particularly skills needed to work with and improve instruction for special populations.
- G. Assist teachers in accessing and utilizing CTE accountability data, student achievement data, and data from assessments

➤ **Directions for using the Comment box**—The box below expands to accommodate your comments. Enter in this box explanation for missing checks above, or notes regarding program strengths worth consideration during POS review. If you already have documents or files that do this more quickly, simply upload those documents or files (or links to them) with this application to the SmartSheet® folder. (Consult the [Guide to Using the Oregon CTE Program of Study Application 2019](#), for more details.)

Please address these questions through your comments in **Element 5 Comment Box** below (or attach documentation in an appropriately identified and uploaded file/folder):

- Address any unchecked box above
- Briefly describe how PD will be planned and implemented, based on the needs of this POS
- Briefly describe any planned joint PD ventures for HS and CC teachers, as well as regional trainings

Element 5 Comment Box:

A. No unchecked boxes

B. For the 2018-19 school year teachers will be involved in National Conferences such as ACTE, CTE and Math integration, PLC work around data driven decision making, language scaffolds, dual credit work shops and equity trainings to name a few. Connections with Business and Marketing professionals and insights into post secondary and career opportunities for students.

C. The teacher will also participate in the yearly symposium conducted at PCC and other workshop/meeting presented by the PCC Business Department.

As we work on our Perkins Plan for each year, the district works to align the Perkins Plan SMART goals to what the teachers are being evaluated on and the 5 Dimensions of Teaching and Learning, which is our Instructional Framework. In addition we use the Performance Measurement Data to help us see which areas teachers are in most need of professional development in order to help their students better succeed. Teachers also identify what professional development opportunities they are desiring especially around keeping up to date with industry and community college standards and practices.

CTE Teacher: Submit complete electronic application materials to your CTE Regional Coordinator.

Regional Coordinator: Submit completed applications to ODE using the **Submission Process** on the last page of this application.

Certification of Assurance

Directions: **After filling in all the appropriate fields in this form**, sign electronically, or print out a copy of this Certification of Assurance page and acquire all the appropriate signatures. All signatures must be on one form.

Name of CTE POS	Marketing
Name of Secondary School	Liberty High School
Name of Community College	Portland Community College

SECONDARY LOCAL SUPPORT and CERTIFICATE OF ASSURANCE	I have reviewed this program application document for clarity, completeness and adherence to program quality standards, and support its approval. I agree that the CTE program area requirements for secondary CTE programs, including appropriate CTE certification for teachers, the rules and regulations for Public Law 109-270, and the requirements contained in the Oregon State Plan for Career and Technical Education will be complied with in the operation of the CTE programs and services offered by the district or through contract between the district and other agencies, institutions, or individuals. I agree to furnish CTE program data as requested by the Oregon Department of Education.	
Secondary School District Administrator Signature		Date:
Administrator's Name	Enter Local Administrator's Name	

LOCAL SUPPORT and CERTIFICATE OF ASSURANCE	The program advisory committee has been involved in the design and development of this program.	
Advisory Committee Signature		Date:
Advisory Committee Member's name	Enter Advisory Committee Member's Name	

POST-SECONDARY LOCAL SUPPORT AND CERTIFICATE OF ASSURANCE	This community college has been involved in the design and development of this CTE program of study and agrees to continue collaboration, meeting all 5 Core Elements, especially alignment and articulation and reliable and valid technical skills assessment.	
Community College Administrator's Signature		Date:
CC Administrator's Name	Enter CC Administrator's Name	

For Regional Coordinator Use Only

Recommended Status:

- RECOMMENDED FOR STATE APPROVAL (Perkins Eligible)
- DISAPPROVED (and returned for revision)

 Regional Coordinator Signature
 2A--Beth Molenkamp elizabeth.molenkamp@pcc.edu

Date: _____

For ODE Use Only

Approval Status:

- FINAL STATE APPROVAL (Perkins Eligible)

Expiration Date: _____

Date: _____

 Education Specialist Signature
 Ron Dodge

Final Submission

Submission Process

New instructions this year--2019!

Instructions

CTE Teacher: Submit complete electronic application materials to your CTE Regional Coordinator.

Regional Coordinator: Submit all POS applications to ODE using the SmartSheet® process described below.

Regional Coordinators will submit complete electronic copies of the application materials through uploads to SmartSheets® by following this procedure:

1. [It is recommended that you create a folder on your computer using the name of the secondary school, the name of the Program of Study, whether it is a full or renewal application, and the year of submission, e.g., “BeavervilleHSAccountingFull2019.” This way, you will have an “original” in case you need that for some reason.]
2. Place all the teacher’s POS application materials in your folder, using consistent names for each file. For example:
 - a. *1_BeavervilleHSAcctgFullPOSApp2019.doc (Please include the Word® version of the application)
 - b. *2_BeavervilleHSAcctg2019Assurances.pdf
 - c. *3_BeavervilleHS_LBCCAacctg2019Matrix.xls (*Please include all courses in the matrix, secondary and postsecondary*)
 - d. BeavertonHSAcctg2019RoadMap
 - e. BeavertonHSAcctg2019StudSuprtSrvs
 - f. LBCCAacctg2019StudSuprtSrvs
 - g. LinnCountyLMI_Data (proof of high wage, high demand)
 - h. List of advisory members, letters of support, etc., all files identified properly(*The numbering on the titles for the first three documents listed above helps the ODE specialist review the application, and helps ODE staff properly process the completed application.)
3. Create a SmartSheet® record for the POS application and supporting materials.
4. Open the attachments dialogue box and upload all the files from your folder to the attachment box.
5. Each application needs to include a completed Assurance page with all signatures included on one form—please, no duplicate pages with partial signatures.
 - For Regional Programs of Study, however, each secondary institution will need to have its own application documents, which includes a copy of the Application, the school specific Matrix, and the school specific Assurance page. (Suggestion: for Regional applications, please secure Community College signatures first, then photocopy for each secondary partner and acquire secondary signatures.)
 - **DEADLINE for submission: June 28, 2019**
 - **Early Bird deadline (assures feedback before teachers leave for summer): April 30, 2019**

(You may delete this page before submitting this application.)