CAREER CLUSTERS CRITICAL COMPONENT
SELF-ASSESSMENT FORM FOR *LOCAL-LEVEL* IMPLEMENTATION

Rank your progress for each Critical Component according to the measurement listed. Determine the level that most closely aligns with the progress made towards implementation of the Career Cluster. Record the rating for each Critical Component using the following determinations. Your self-assessment ratings should be based on the following guidelines:

Excellent: Our team has reached Level 3 and could provide leadership for others for this Critical Component.

In Progress: Our team is making good progress and has reached Level 2. We still have a way to go.

No Progress: Our team is just getting started on this Critical Component and has not yet made any measurable progress.

Directions: Highlight the most accurate rating for each Critical Component using the scale as noted above. Include discussion topic content in the comment section (at the end of this rubric) when making the determination to assist with creating the Strategic Plan included in the *APPENDIX*.

LEVEL 3: EXCELLENT **Our team could provide leadership for others for this Critical Component.**	*LEVEL 2: IN PROGRESS* **Our team is making good progress. We still have a way to go.**	*LEVEL 1: NO PROGRESS* **Our team is just getting started on this Critical Component and have not yet made any measurable progress**
Critical Component #1: Administrative Support		
The college or school administrators and school board members support the concept of the career emphasis/focus (cluster) process and components. They provide scheduled chunks of time for the cluster team (administration, teaching faculty, industry and education partners, and career counseling staff) to meet together, offer professional development opportunities for the cluster team, and encourage learner participation and parent and community support.	The college or school administrators and school board members are informed of the Career Cluster. They think it is a good idea but do not spend time with the cluster team or have a clear perception of the process or components.	The college or school administrators are not particularly in favor of the Career Cluster and the faculty members are on their own to try to figure out how to implement the program. The school board knows little about the Career Cluster and does not see its value since it is not an academic program.

LEVEL 3: EXCELLENT Our team could provide leadership for others for this Critical Component.	LEVEL 2: IN PROGRESS Our team is making good progress. We still have a way to go.	LEVEL 1: NO PROGRESS Our team is just getting started on this Critical Component and have not yet made any measurable progress
Critical Component #2: Shared Planning		
The entire Cluster Curriculum Team has regularly scheduled time for program planning and curriculum design. They have the equivalent of at least one full day each month to work together and compare learner progress and curriculum effectiveness.	The Teaching team has a schedule that allows for weekly, shared program planning, curriculum design and other Career Cluster related activities.	Teaching teams are not acknowledged and must try to do planning and other preparation during lunch, before or after school.
Critical Component #3: Career Development		
Each learner in the Career Cluster has a scheduled meeting with a career counselor, teacher advisor, or faculty advisor on at least two occasions each school year to develop and revise as necessary an individual career education plan (plan of study). Parents are included in the career planning sessions. Learners base their career plans on a number of career awareness and exploration experiences.	Learners in the Career Cluster develop their own career education plan based on several career awareness and exploration experiences. They may have the opportunity to meet with the career counselor or other trained advisor once each school year.	Learners do not have a career education plan. They only see a counselor if they are having problems in school or wish to change a class.
Critical Component #4: Professional Development		
The entire Cluster Team jointly participates in professional development activities that help build their knowledge, skills, and abilities in the selected Career Cluster and the application to teaching methodology.	The Teaching team is provided resources and release time to attend at least one professional development activity each year.	Release time for professional development is not made available for other than school related in-service sessions.

LEVEL 3: EXCELLENT Our team could provide leadership for others for this Critical Component.	LEVEL 2: IN PROGRESS Our team is making good progress. We still have a way to go.	LEVEL 1: NO PROGRESS Our team is just getting started on this Critical Component and have not yet made any measurable progress
Critical Component #5: Standards-Based Curriculum		
Curriculum is designed to include both the Career Cluster Foundation and Pathway Knowledge and Skills, industry standards, and appropriate academic standards. Curriculum enhances and reinforces academic content and, as a result, improves both Career Cluster and academic achievement.	Curriculum is focused on academic content. Little attention is paid to the Career Cluster Foundation Knowledge and Skills.	Traditional curriculum is offered. It may not be standards based.
Critical Component #6: Parent and Community Support		
Parents and/or guardians/mentors are informed of the program content, participate in the career decision-making process, and support the program in various settings. Community groups offer program support through sponsorships and marketing. They assist with identifying workplace learning sites and building industry partnerships.	Parents/guardians and community groups receive notification of the selected Career Cluster. They are invited to participate.	Parents/guardians and community groups are not actively involved in the Career Cluster. They receive responses as requested.
Critical Component #7: Education Partnerships		
Elementary school, middle school, high school, career technical school, college, university, and adult skill center faculty are included in the Career Cluster team, as appropriate, to assure a learning continuum. Partnerships are formalized -- interdisciplinary and sequential -- across levels of education.	Partnerships are formal or informal and may be limited to specific teaching faculty and courses.	Education partnerships have not been developed.

LEVEL 3: EXCELLENT Our team could provide leadership for others for this Critical Component.	LEVEL 2: IN PROGRESS Our team is making good progress. We still have a way to go.	LEVEL 1: NO PROGRESS Our team is just getting started on this Critical Component and have not yet made any measurable progress
Critical Component #8: Business and Industry Partnerships		
Partners are fully engaged as Cluster Team members. They are representative of the entire Career Cluster. The representatives participate in planning and development as well as assist in classroom and workplace implementation and support.	Industry partnerships are limited to individual classroom participation based on one to one relationships.	Industry partnerships have not been developed.
Critical Component #9: Multi-Measure Assessment		
Assessment includes both cumulative (projects, research papers, portfolios, workplace learning or community service) and on-demand (multiple choice, presentation, demonstration, scenario response) measures and meets the criteria for several disciplines.	Assessment is limited to on-demand modalities or a single cumulative modality and only measures content for one discipline.	Assessment is traditional, e.g., multiple choice, matching, essay and true-false items.
Component #10: Interdisciplinary Teams		
The Cluster Teams work collaboratively to offer the curriculum in an interdisciplinary approach. The content is typically designed around a common theme or project with a culminating activity, product, or service as a result of the instruction.	Teachers from two disciplines work together to connect content around a common theme or project.	Teachers work independently in single disciplines. Content is not connected.
Critical Component #11: Flexible Schedules		
School schedules are flexible and allow for interdisciplinary team managed blocks of time as needed for projects, labs, and other action-based activities.	Blocks of time are assigned to particular disciplines.	The school schedule is organized in traditional blocks of time.

LEVEL 3: EXCELLENT Our team could provide leadership for others for this Critical Component.	LEVEL 2: IN PROGRESS Our team is making good progress. We still have a way to go.	LEVEL 1: NO PROGRESS Our team is just getting started on this Critical Component and have not yet made any measurable progress
Critical Component #12: Integrated Curriculum		
The curriculum is developed and taught by the Cluster Team. The content is multidisciplinary and based on academic and Career Clusters Foundation Knowledge and Skills and taught within the context of the selected Career Cluster industry. Career Cluster content is strengthened by the integration of academic concepts.	The curriculum is enhanced, expanded or reinforced through collaboration between an academic and a career technical teacher.	Integration is unilaterally determined by the career technical teacher.
Critical Component #13: Creative and Innovative Teaching Strategies		
Team-building, critical-thinking, and problem-solving activities are incorporated into the program. All content is reinforced through application and practice.	Instruction is limited to use of applications to reinforce the content.	The content is taught in traditional lecture, read and test mode.
Critical Component #14: Workplace Learning		
All learners participate in workplace learning experiences consistent with their career goals. The workplace learning is directly related to and consistent with the classroom instruction.	Each learner has limited job shadow experience opportunities. The experience is related to the learners' career goals.	Workplace learning is not a part of the program.
Critical Component #15: Student-Centered Learning		
Learners are involved in the design and development of their coursework based on their interests, career goals and consistency with the standard(s) to be met.	Learners are provided with an outline of the course with expected outcomes. They are given a list of project topics from which to make a selection.	Curriculum is offered in a traditional mode with teachers presenting the information.

After completion of this Self-Assessment Rubric, please discuss the following questions with your team members. Where are your STRENGTHS?
Where are your CHALLENGES?
What components have shown the most improvement?
What components have lost ground?

How should your Strategic Plan reflect your next steps?
OTHER THOUGHTS?