CTE Center Academic Rigor and Literacy Development
School Implementation Rubric

Promising Practice		Level 1 *No implementation yet underway*	Level 2 *Emerging implementation Year 1 and 2*	Level 3 *Consistent implementation ready to evaluate and expand*	Level 4 *Exemplary implementation ready to share with others*
Academic Integration	**A School Expectations/Program**	***In general, this school*** Does not have specific school-wide expectations or processes for instructional, curricular, collaborative, or administrative practices that support academic integration at this time	***In general, this school*** Has begun to establish school-wide program and processes for academic integration for at least two of the following: • Academic and CTE team teaching • Curriculum lesson revisions to link academic and CTE content • Joint academic/CTE class projects • 50–50 time expectations for academic instruction and hands-on shop • Academic resource center for additional student support	***In general, this school*** • Implements Level 2 processes • Collects data to inform continuous improvement, including state and local assessment trends • Schedules time for academic and CTE teachers to plan academic integration • Provides credit for academically integrated CTE courses • Has an agreement in place for dual enrollment with local colleges	***In general, this school*** • Implements Level 3 processes • Uses data-based action planning to revise/expand academic integration • Documents success of implementation • Plans for ongoing implementation and improvement • Plans for visitations by staff from other centers and/or presentation of the program and associated results
	B Classroom Instructional Practices	***In general, our teachers*** Do not know or do not regularly use instructional strategies that support academic integration of English, math, science, and social studies with CTE content	***In general, our teachers*** Demonstrate some integration of academic content, such as: • A lesson planning template or grid linked to academic standards • Project directions or rubrics that include academic criteria • Some planning, communication, and/or sharing with academic teachers	***In general, our teachers*** • Demonstrate that academic integration regularly occurs • Follow a curriculum that documents when and how academic alignment is provided across and within CTE courses • Meet regularly to do joint planning with academic teachers • In some cases, co-teach with academic teachers and/or closely coordinate course content with academic expectations (MLRs)	***In general, our teachers*** • Demonstrate ongoing consistent implementation of academic integration • Use curriculum materials that support consistent academic integration across CTE programs • Support new teachers to provide academic integration • Assess academic outcomes as part of the teaching and learning in each CTE program area • Co-teach and collaborate with academic teachers

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	C Student Proficiencies/ Connections	***In general, our students*** • Rarely make connections between academic content of English, math, science, and social studies with their CTE courses • Often express frustration if asked to do tasks they perceive are academic rather than hands-on	***In general, our students*** • Make simple connections between academic and CTE content if guided by the teacher • Sometimes use academic knowledge when discussing CTE concepts • Design CTE projects with some links to academic content if required to do so	***In general, our students*** • Can explain how academic content is linked to CTE course concepts and applications • Often link and use academic knowledge to complete CTE tasks, especially when prompted to do so • Understand and discuss relationships between academic and CTE concepts, including workplace applications • Show improvement on reading and writing assessments	***In general, our students*** • Explicitly and regularly use academic content to comprehend CTE concepts • Regularly and independently make connections between CTE applications and academic concepts during academic classes • Plan on attending post-secondary education to prepare for higher level CTE jobs • Demonstrate proficiency on reading and writing assessments
Literacy Integration Across the Curriculum	A School Expectations/ Program	***In general, this school*** Does not have specific school-wide expectations or processes to support literacy integration across the curriculum in all CTE programs at this time	***In general, this school*** • Expects all teachers to use reading, writing, vocabulary development, and speaking/ presenting as part of the teaching and learning in all CTE program areas • Expects literacy instruction to be every teacher's job • Supports struggling readers through specific interventions	***In general, this school*** • Implements Level 2 processes • Collects school-wide trend data and individual data around reading to inform literacy improvement • Provides time and coaching support for CTE teachers to plan and implement literacy integration within and across CTE programs	***In general, this school*** • Implements Level 3 processes • Uses data-based action planning to revise/expand literacy integration • Documents success of implementation • Plans for ongoing implementation and improvement • Plans for visitations by schools and/or publication of program results

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	B Classroom Instructional	***In general, our teachers*** Do not know or do not regularly use specific literacy strategies or instructional practices to support reading/learning related to CTE course concepts	***In general, our teachers*** Demonstrate some integration of literacy instruction, including one or two of the following: • Lesson plans that specify literacy strategy use • Project directions or rubrics that include literacy criteria • Use of specific literacy support strategies to teach CTE content • Use of varied reading materials and displayed samples of student work	***In general, our teachers*** • Implement all Level 2 processes • Have developed common agreements around the use of specific literacy support strategies and the frequency of use within and across CTE courses • Discuss and share strategy use with one another	***In general, our teachers*** • Consistently implement explicit common agreements for literacy integration across the curriculum • Document the use of literacy strategies and organize supporting curriculum materials • Support new teachers to integrate specific literacy support strategies into their instruction of CTE content
	C Student Proficiencies/ Connections	***In general, our students*** Rarely make connections between the importance of literacy—reading, writing, vocabulary, speaking/viewing, critical thinking—and their CTE courses, and often express frustration when asked to do literacy-related tasks that are not hands-on	***In general, our students*** Understand that literacy skills support CTE content learning, but rely on teacher guidance or requirement to use specific literacy strategies when completing CTE reading, writing, or learning tasks	***In general, our students*** • Can explain how literacy support strategies help them read about and learn CTE course concepts • Demonstrate competence in using specific strategies to achieve CTE tasks • Understand that adequate reading, writing, vocabulary, speaking, and critical thinking skills will be essential to success in CTE careers	***In general, our students*** • Confidently apply literacy strategies to new contexts without teacher prompting or guidance • Support peers in using literacy strategies to learn • Use strategies to read and write a variety of types of text related to CTE content learning • Read and comprehend complex texts on their own to learn beyond school-assigned tasks • Write fluently and express ideas clearly using standard formats for written work and presentations

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Literacy Professional Development (PD)	A School Expectations/ Program	***In general, this school*** • Has not set up specific school-wide expectations or processes for professional development for teachers, administrators, or support staff related to literacy instruction • Some teachers have attended outside training related to literacy instruction on their own	***In general, this school*** Offers some individual professional development opportunities to strengthen literacy instruction, such as: • CTE mentor training • Individual teacher attendance at literacy institutes or conferences • Encouragement of and support for teachers to attend workshops • Purchasing literacy resources for teacher use/check-out	***In general, this school*** • Offers literacy professional development opportunities to individual teachers • Requires all teachers to improve literacy instruction through participation in literacy professional development • Provides on-site workshops related to literacy action plan • Provides common literacy strategy texts and literacy-rich curriculum materials • Provides and supports peer coaching by trained mentors or a literacy specialist • Provides time for teacher sharing of literacy instructional practices	***In general, this school*** • Implements Level 3 processes • Uses data-based action planning to determine needed teacher professional development • Supports administrators and educational technicians to get trained in the use of literacy support • Documents impact of professional development on CTE teaching and learning • Plans for ongoing literacy training and implementation support • Collaborates with sending schools or with other CTE schools to provide teacher professional development • Publicizes the impact of literacy professional development on instruction in CTE courses

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Onsite Academic/ Literacy Specialist	**A School Expectations/ Program**	***In general, this school*** Does not have anyone in the school who informally or formally serves in the role of supporting teacher development for academic or literacy integration with CTE coursework	***In general, this school*** Does not have a formal position but has some structures in place to support teachers in integrating academics or literacy into CTE coursework, such as: • CTE teacher mentors who informally coach others • Teacher sharing of learning from attendance at literacy conferences • Teachers from sending high schools who share ideas and instructional practices with CTE staff • Trained paraprofessionals who co-teach with and support teachers in integrating academics/literacy into CTE program areas	***In general, this school*** Has a part- or full-time onsite literacy specialist who formally serves in the role of supporting teachers in integrating academics or literacy into CTE coursework, and • Provides workshops, coaching, modeling, materials, etc. • Helps teachers with planning • Reviews literacy assessments • Supports implementation of school-wide common agreements around literacy • Supports administration to establish school-wide literacy expectations and processes • Implements interventions for struggling readers	***In general, this school*** • Implements Level 3 processes • Uses data-based action planning to revise/expand literacy integration across all CTE programs • Documents success of teacher support activities and improvements in literacy instruction across CTE programs • Communicates with other CTE schools, presents at literacy institutes, and/or publishes results of school-wide literacy initiative on CTE teaching and learning • Works with sending schools to support teacher development across settings • Works with sending schools to support struggling readers across settings • Implements a peer support structure

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	B Classroom Instructional Practices	***In general, our teachers*** Do not have ongoing, available support within the school to help them learn, practice, or use specific literacy strategies or instructional practices to support student reading and learning of CTE course content	***In general, our teachers*** Work with the on-site academic/literacy specialist to improve academic or literacy integration with CTE coursework on a volunteer or individual basis, as they perceive a need	***In general, our teachers*** Work willingly with the on-site academic/literacy specialist to • Improve integration of academics or literacy within CTE coursework • Use literacy assessment data to inform instruction • Implement a school-wide approach to literacy integration that includes common agreements around specific strategies and frequency of use within and across CTE courses • Participate actively in professional development, coaching, modeling, and materials, to increase implementation of literacy support in the classroom • Develop school-wide literacy expectations and processes	***In general, our teachers*** • Implement Level 3 processes • Respond positively to/work with the on-site academic/literacy specialists' initiatives • Document compliance to the school-wide literacy program and ensure that individual extensions that exceed it are available anecdotally and in written form • Use data-based action planning to revise/expand literacy integration across all CTE programs • Document success of teacher support activities and improvements in literacy instruction across CTE programs • Communicate with other CTE schools, present at literacy institutes, and/or publish • Communicate results of school-wide literacy initiative on CTE teaching and learning • Work with sending schools to support teacher development across settings

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Career Academies	A School Expectations/ Program	*In general, this school* Has not set up specific school-wide expectations, structures, or processes to support career academies	*In general, this school* • Has designed and wants to offer career academies • Has defined a series of integrated academic and CTE courses to prepare students for a wide range of career and educational options related to a field of interest • Has educational expectations that all courses in a career academy will include rigor and relevance and community-based learning	*In general, this school* • Has implemented one or more career academies based on research of best practices • Has collected data including student performance on program area certification requirements to inform continuous improvement and action planning • Staffs the program with the same team of teachers across the program • Has obtained credit articulation agreements with sending districts/schools • Has established partnerships with local businesses and industries for job shadowing or internships • Supports the requirements for college entrance or immediate employment	*In general, this school* • Has implemented all Level 3 processes • Has revised/expanded the career academies program using data-based action planning • Has improved access to the career academy programs • Has documented success of implementation • Has a plan in place for ongoing implementation and improvement • Has a process in place for visitations by staff from other schools and/or publication of program results