

## EXECUTIVE SUMMARY

### **Adoption of Career, Technical and Agricultural Education Career Pathways Phase II**

In March of 2007, the Office of Standards, Instruction and Assessment requested permission to post drafts for courses in twenty-one career pathways in the following Program Concentration areas:

- Agriculture
- Architecture, Construction, and Transportation
- Business and Computer Science
- Engineering and Technology
- Family and Consumer Sciences
- Healthcare Science
- Marketing Sales and Services

Curriculum revisions are an essential component of the Career, Technical and Agricultural Education (CTAE) Division's re-engineering efforts. The pathways are directly linked to Georgia's Strategic Industries and Centers of Innovation.

Courses for each pathway were developed as Georgia Performance Standards. In some courses, curriculum was updated from Quality Core Curriculum Objectives to the Georgia Performance Standards. As a partnership endeavor with academia, the standards for all courses have been aligned to Georgia Performance Standards in science, social studies, mathematics and English language arts when applicable. Furthermore, course standards were correlated to National Standards for all areas where national standards were available.

An on-line survey was available to the public to render feedback on the courses for the career pathways. Consultants with the Multi-State Academic and Vocational Curriculum Consortium and the National Association of State Directors of Career Technical Education Consortium reviewed the CTAE revised curriculum and provided positive comments. Additionally, focus groups were held in forums such as the Association for Career and Technical Education Conference, Georgia Association of Career and Technical Educators Conference, and Career, Technical and Agricultural Resource Network Board of Directors meetings.

Each survey question was analyzed for overall percentages. Predominantly, respondents agree that the Georgia Performance Standards clearly define what students should know and be able to do. Percentages indicate that respondents judge the standards as challenging for students by exemplifying academic rigor and career relevance. Additionally, survey responses reveal that the Foundation Skills embody critical competencies that students pursuing any career pathway should exhibit to be successful. Percentages for responses are listed in the table below.

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QUESTION	STRONGLY AGREE & AGREE	DISAGREE, STRONGLY DISAGREE, or DON'T KNOW
The new Georgia Performance Standards (GPS) contain the knowledge and skills that students should learn.	97 %	3 %
The GPS clearly define what students should know and be able to do.	94 %	6 %
The GPS are appropriate for the students' career pathways.	90 %	10 %
The GPS are rigorous enough to challenge learners.	94 %	6 %
For each course within the pathway, the standards and elements are sufficient for a full year of study (or semester if on block).	87 %	13 %
Student performance on the GPS can be measured by teacher-developed tests, projects, and performance-based assessments.	96 %	4 %
The GPS emphasize depth of understanding rather than breadth of coverage.	85 %	15 %
The GPS for the pathway are consistent with national standards in the career field.	83 %	17 %
The GPS adequately address the diverse student abilities that are found within a classroom.	78 %	22 %
The GPS build on students' prior knowledge.	88 %	12 %
The GPS show evidence of academic rigor.	90 %	10 %
The GPS show evidence of career relevance.	97 %	3 %
The CTAE Foundation Skills include those important for success in any career pathway.	91 %	9 %

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Survey results were analyzed and the all-encompassing review percentages for Program Concentrations are listed in the table below.

<b>PROGRAM CONCENTRATION</b>	<b>STRONGLY AGREE &amp; AGREE</b>	<b>DISAGREE, STRONGLY DISAGREE, or DON'T KNOW</b>
Agriculture	94%	6%
Architecture, Construction and Transportation	83%	17%
Business and Computer Science	93%	7%
Engineering and Technology	80%	20%
Family and Consumer Sciences	96%	4%
Healthcare Science	94%	6%
Marketing, Sales and Services	100%	0%
Related Advanced Courses Phase I	100%	0%

Curriculum teams reviewed the survey results. For the most part, training prior to implementation will eliminate many of the concerns. Lower percentages of agreement were generally from respondents indicating *Don't Know* rather than *Disagree*. Other concerns were related issues such as assessments for pathways and job placement in the related fields. Professional learning for teachers and the purchase of classroom resources and materials ranked high among important issues for successful implementation. Curriculum revisions were minor consisting primarily of syntactic changes.