The CTE Observation Protocol[1] articulates the vision for skillful CTE teaching and learning. Purposes include: 1) preparing instruction; 2) reflecting on instructional practices; 3) developing professional learning on standards-aligned practice; and 4) providing feedback on classroom practice.

Culture of Learning: Are all students engaged in the work of the lesson from start to finish?

- Students complete instructional tasks, volunteer responses, and/or ask appropriate questions.
- Students follow behavioral expectations, directions, and safety protocols.
- Students execute transitions, routines, and procedures in an orderly and efficient manner.
- Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.
- Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture.

Not Yet	Somewhat	Mostly	Yes

High-Quality Content: Does the content of the instruction reflect the demands of the CTE content standard(s)?

- The instruction focuses on questions, tasks, and/or practice opportunities that reach the depth of the CTE content standard(s).
- The instruction appropriately reflects coherence in the progression of knowledge & skills for the career cluster.
- The instruction makes appropriate connections to workforce expectations within the career cluster.

Not Yet	Yes

High-Quality Instructional Practices: Does the teacher employ instructional practices that allow all students to learn the content of the lesson?

- The teacher facilitates learning experiences that allow for inquiry and exploration of content.
- The teacher makes connections to core content areas (e.g. literacy, mathematics, and/or science) during instruction.
- The teacher intentionally and explicitly integrates the Career Ready Practices throughout the lesson.[2]
- The teacher uses multiple instructional strategies and models thinking processes to guide students and demonstrate expectations.
- The teacher provides opportunities for students to engage with industry standard technology, processes, and ways of approaching authentic problems relevant to the career cluster.
- The teacher gives specific feedback that allows students to adjust their work but pushes their thinking and deepens their understanding.

Not Yet	Somewhat	Mostly	Yes

Student Ownership: Are all students responsible for doing the thinking in this classroom?

- Students do the majority of the work of the lesson.
- Students talk about and ask questions about each other's thinking, to clarify or improve their own understanding.
- Students evaluate and revise their thinking as understanding develops.
- Students articulate how industry appropriate tools and skills learned apply to industry, workplace, and/or college and career readiness.
- Students use reasoning and problem-solving strategies to persevere in the face of challenging work.

Not Yet	Somewhat	Mostly	Yes

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[1] This tool draws heavily from Student Achievement Partners' Instructional Practice Guide Coaching Tools (IPGs) and the Culture of Learning competency of the TNTP Core Teaching Rubric.

[2] Career Ready Practices: https://cte.careertech.org/sites/default/files/CareerReadyPractices-FINAL.pdf