

Biomedical Sciences Certification Document 8: Site visit Guide

Name of Campus/School

Address

City State Zip Code

Name of person completing this report Affiliation/Title

I. Program Implementation

A. Instruction		
1.	Current version of curriculum is being used.	<input style="width: 50px; height: 25px;" type="text"/>
2.	Teacher demonstrates how to access end-of-course exams.	<input style="width: 50px; height: 25px;" type="text"/>
B. Student Portfolios		
1.	Student work meets or exceeds PLTW™ requirements (see "Student Work Checklist").	<input style="width: 50px; height: 25px;" type="text"/>
C. Software		
1.	Check revision level of all software used for PTLW™ courses (see list of current titles and versions).	<input style="width: 50px; height: 25px;" type="text"/>
2.	Software lease agreement is current (copy available).	<input style="width: 50px; height: 25px;" type="text"/>
D. Facility and Equipment		
1.	Confirm self-assessment (refer to list of equipment required for each course and verify that it or its equivalent is being utilized during course instruction. See Certification Document #3).	<input style="width: 50px; height: 25px;" type="text"/>
E. Teacher Qualification		
1.	Evidence of some thoughtful selection criteria used to identify and recruit teachers for the PLTW™ courses.	<input style="width: 50px; height: 25px;" type="text"/>
2.	There is evidence of teacher "buy-in" of the PLTW™ program.	<input style="width: 50px; height: 25px;" type="text"/>

I. Notes or comments:

II. Professional Development

A. Counselors		
1.	At least one on site counselor has attended a PLTW™ Counselor Conference.	<input type="checkbox"/>
2.	Evidence that counselors have accessed the website for college and program information was provided.	<input type="checkbox"/>
B. Teachers		
1.	Evidence of successful completion of a STI for each course taught.	<input type="checkbox"/>
2.	Evidence of participating in the Virtual Academy.	<input type="checkbox"/>
3.	Evidence of attending course update training (STI or Virtual Academy) if STI was more than 5 years ago.	<input type="checkbox"/>
C. Classroom Observation		
1.	Administrators have observed classrooms.	<input type="checkbox"/>
D. Administration (future use only)		
1.	Evidence of at least one school level administrator attending a counselor conference or National PLTW™ symposium.	<input type="checkbox"/>

II. Notes/comments:

III. Partnership Team

A. Membership		
1.	Includes members from business/industry.	<input type="checkbox"/>
2.	Membership is diverse in terms of industry and education roles.	<input type="checkbox"/>
3.	Interview with at least one member.	<input type="checkbox"/>

III. Partnership Team (cont.)

B. Frequency	
1.	Agendas from at least two pervious meetings. <input type="checkbox"/>
2.	Calendar or dates of next two meetings. <input type="checkbox"/>
C. Minutes	
1.	Minutes from the two most recent meetings were available. <input type="checkbox"/>
D. Administrative Support	
1.	Administrators and counselors are actively engaged with the partnership team. <input type="checkbox"/>

III. Notes/comments:

IV. Students

A. Diversity	
1.	Enrollment reflects school diversity. <input type="checkbox"/>
2.	School has strategy for improving diversity if needed. <input type="checkbox"/>
B. Equity	
1.	Percent of females enrolled. % <input type="checkbox"/>
2.	School has strategy for increasing female enrollment if needed. <input type="checkbox"/>
C. Selection and Recruitment	
1.	School has policy/plans which allow all students access to PLTW™ courses. <input type="checkbox"/>
D. Concurrent Science and Mathematics	
1.	Students interviewed are enrolled in college preparatory science mathematics <input type="checkbox"/>
2.	Counselors interviewed understand science mathematics requirements. <input type="checkbox"/>

IV. Students (con't)

E. Extra Help and Support		
1.	Counselors interviewed explained the school policies for extra help.	<input type="checkbox"/>
2.	Students interviewed knew how to get help with academics.	<input type="checkbox"/>
3.	Students interviewed felt that the adults wanted them to be successful in PLTW™ classes and were willing to provide support if needed.	<input type="checkbox"/>
F. Retention		
1.	Retention rates in foundation courses are adequate to sustain specialty and capstone courses (see pre-assessment documents).	<input type="checkbox"/>
G. Matriculation		
1.	Students interviewed had a four year plan of study or knew which academic and PLTW™ courses they needed to graduate and be prepared for post secondary study.	<input type="checkbox"/>
2.	Students interviewed were aware of state and local universities and colleges that offered programs in science..	<input type="checkbox"/>

IV. Notes/comments:

V. Student Assessment

A. End of Course Assessment		
1.	Verify that teachers are properly downloading and administering the end-of-course exam at the conclusion of each PLTW™ course (end-of-course exams administrative regulations document).	<input type="checkbox"/>
2.	Inspect student final exam grade report summary to see if there is a normal distribution of grades.	<input type="checkbox"/>
B. Data Collection		
1.	Verify that teachers and students are participating in data collection with the PLTW™ designated data collection agent.	<input type="checkbox"/>

VI. Administrative Support

A. Facility and Equipment		
1.	Verify that teachers have laptops that meet or exceed PLTW™ specifications.	<input type="checkbox"/>
2.	Adequate classroom/laboratory space is provided for students to participate in the PLTW™ curriculum.	<input type="checkbox"/>
3.	Classroom/laboratory facilities are appropriate for student safety.	<input type="checkbox"/>
4.	Students use safety equipment and follow safety rules. (Based on observations and student interviews.)	<input type="checkbox"/>
5.	Safety rules are displayed in appropriate places in the classroom/laboratory.	<input type="checkbox"/>
B. Funding and Budget		
1.	Teachers receive adequate administrative support for their PLTW™ program, including but not limited to (based upon teacher interviews):	<input type="checkbox"/>
	* release time for professional development	<input type="checkbox"/>
	* budget allocation to purchase equipment and materials	<input type="checkbox"/>
	* administrator involvement in Partnership Team	<input type="checkbox"/>
2.	Sustainability plan ensures program longevity.	<input type="checkbox"/>

VI. Notes/comments:

VII. Post Secondary

A. Student Plans of Study		
1.	A system is in place to help each student develop a program of study which extends beyond high school. (Based on interviews with students, counselors and teachers.)	<input type="checkbox"/>
B. Local and State Articulation		
1.	Articulation agreements between the school and local/state colleges and universities are in place. Counselors, teachers and students are aware of the articulations.	<input type="checkbox"/>

VII. Notes/comments:

--

VIII. Communication & Outreach

A. Awareness		
1.	Have school counselors made the community aware of the program?	<input type="checkbox"/>
2.	Has the partnership team made the community aware of the program?	<input type="checkbox"/>
3.	Have teachers made the community aware of the program?	<input type="checkbox"/>
4.	Have administrators made the community aware of the program?	<input type="checkbox"/>
B. Recruitment		
1.	Is there a system in place to identify, encourage, and recruit a diverse group of students?	<input type="checkbox"/>
2.	Do teachers and counselors work together to build enrollment?	<input type="checkbox"/>
3.	Does the administration support work done to recruit students?	<input type="checkbox"/>
C. Celebration		
1.	Are student and program success being celebrated or recognized within the school?	<input type="checkbox"/>
2.	Are student and program success being celebrated or recognized outside the school? (example - newspaper articles)	<input type="checkbox"/>
3.	Is the press release announcing "Certification" prepared?	<input type="checkbox"/>

VII. Notes/comments:

--