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CTE Leadership Self-Efficacy Scale (CLSE)

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CTE Leadership Self-Efficacy Scale (CLSE)

Conrad, M., Parr, K., Watkins, L., Yost, D., & Gordon, H. (2020)

Directions: Please indicate your self-assessment of each of the items below by marking one of the responses to the right of each item. Base your responses on your ability, resources, knowledge, skills, and experience in career & technical education (CTE).

As a CTE leader, to what extent can you . . .	Not at all	Not much (<50%)	Some (50-70%)	Often (70-80%)	A Great Deal (>80%)
1. . . . handle the time demands of your job?	1	2	3	4	5
2. . . . identify my strengths and weaknesses?	1	2	3	4	5
3. . . . effectively establish program recruitment plans?	1	2	3	4	5
4. . . . develop effective programs of study for CTE programs?	1	2	3	4	5
5. . . . promote an inclusive culture for underserved populations in CTE?	1	2	3	4	5
6. . . . effectively communicate with diverse groups?	1	2	3	4	5
7. . . . utilize technology in CTE program delivery?	1	2	3	4	5
8. . . . explain CTE policy to colleagues?	1	2	3	4	5
9. . . . effectively meet the needs of your community?	1	2	3	4	5
10. . . . generate enthusiasm for a shared vision for CTE program or school community?	1	2	3	4	5
11. . . . promote ethical data usage among educational leaders?	1	2	3	4	5
12. . . . ensure program equipment and technology reflect current workplace practices?	1	2	3	4	5
13. . . . influence CTE political issues?	1	2	3	4	5
14. . . . promote a positive image of your CTE program?	1	2	3	4	5
15. . . . confidently build an effective group?	1	2	3	4	5
16. . . . provide accommodations/modifications to meet accessibility requirements?	1	2	3	4	5
17. . . . communicate with counselors to support appropriate student decision making?	1	2	3	4	5
18. . . . identify strengths and weaknesses in staff members?	1	2	3	4	5
19. . . . set a new direction for a CTE program or school community?	1	2	3	4	5
20. . . . engage students through a variety of instructional approaches (PBL, WBL, inquiry, authentic scenarios, etc.)?	1	2	3	4	5
21. . . . integrate CTSO activities into CTE programs?	1	2	3	4	5
22. . . . integrate core subjects into CTE curriculum?	1	2	3	4	5
23. . . . creatively solve new or unusual organizational problems?	1	2	3	4	5
24. . . . go straight to the matter when communicating with others?	1	2	3	4	5
25. . . . change things within a group not under my direct control?	1	2	3	4	5

26. . . . meet federal requirements (Perkins funds and reporting)?	1	2	3	4	5
27. . . . change the attitudes and behaviors of others when objectives aren't met?	1	2	3	4	5
28. . . . support the transition to teaching by non-traditional instructors?	1	2	3	4	5
29. . . . work with business and industry (workplace) partners (advisory committees, meeting industry needs for workers, developing internship possibilities, etc.)?	1	2	3	4	5
30. . . . build reliable assessments into a CTE program to ensure student learning?	1	2	3	4	5
31. . . . effectively utilize data and research to develop CTE best practices?	1	2	3	4	5
32. . . . develop and carry out an institutional improvement plan?	1	2	3	4	5
33. . . . prioritize among competing demands of the job?	1	2	3	4	5
34. . . . accept personal and professional constructive feedback to enhance my career?	1	2	3	4	5
35. . . . motivate and raise enthusiasm of a group starting a new project?	1	2	3	4	5

Technical Skills – “knowledge about and proficiency in a specific type of work or activity” (Northouse, 2018, p. 44); “technical skills deal with *things*” (Northouse, 2018, p. 45)

Item Numbers: 3, 11, 12, 19, 22, 23, 30, 31, 32

Aligns to ACTE High Quality Framework:

- #1 – Standards-aligned and Integrated Curriculum
- #3 – Student Assessment
- #7 – Facilities, Equipment, Technology and Materials
- #12 – Data and Program Improvement

Human Skills – “knowledge about and ability to work with *people*” (Northouse, 2018, p. 44)

Item Numbers: 1, 2, 7, 15, 17, 18, 24, 20, 21, 25, 27, 28, 33, 34, 35

Aligns to ACTE High Quality Framework:

- #4 – Prepared and Effective Program Staff
- #5 – Engaging Instruction
- #9 – Student Career Development
- #10 – Career and Technical Student Organizations (CTSOs)

Conceptual Skills - “skills involve the ability to work with *ideas*” (Northouse, 2018, p. 45); “A leader with conceptual skills is comfortable talking about the ideas that shape an organization and the intricacies involved” (Northouse, 2018, p. 45)

Item Numbers: 4, 5, 6, 8, 9, 10, 13, 14, 16, 26, 29

Aligns to ACTE High Quality Framework:

- #2 – Sequencing and Articulation
- #6 – Access and Equity
- #8 – Business and Community Partnerships
- #11 – Work-based Learning

References:

Imperatore, C., & Hyslop, A. (2018, October). 2018 ACTE quality CTE program of study framework. ACTE. <https://www.acteonline.org/wp-content/uploads/2019/01/HighQualityCTEFramework2018.pdf>

Northouse, P. G. (2018). Leadership: Theory and practice (8th Ed.). Sage.