

Rubric for Evaluating North Carolina Career Development Coordinators

STANDARD I: Career development coordinators demonstrate leadership, advocacy, and collaboration. They demonstrate leadership, advocacy, and collaboration by developing a positive place for students and staff members to learn and grow. Career development coordinators manage a comprehensive career development program that supports academic, career, and personal/social development for all students. They advocate for equity for all students and staff members regardless of learning style, cultural background, or individual learning needs. They improve their profession by demonstrating high ethical standards and by following the codes of ethics set out for them.

Element a. Career development coordinators demonstrate leadership in the school, district and community. They work collaboratively with all school staff to create a positive learning community. They take an active role in analyzing local, state, and national data to develop and enhance career development programs. Career development coordinators align their program with the school improvement plan and the local planning system. Career development coordinators provide input in the selection of professional development for the school staff that meets the needs of students and choose professional development activities that foster their own professional growth. Career development coordinators mentor and support colleagues to improve the academic success of students.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with school staff to create a positive learning community. <input type="checkbox"/> Identifies data that aligns the school career and technical education program with the school improvement plan. <input type="checkbox"/> Chooses professional development activities that foster their own professional growth. 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyzes data from multiple sources to determine the impact of the career and technical education program on students and the school. <input type="checkbox"/> Creates data driven goals and strategies that align with the school improvement plan. <input type="checkbox"/> Provides input in the selection of professional development for school staff. <input type="checkbox"/> Participates in decision making critical to the success of students. 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reviews and recommends modifications to the career and technical education program. <input type="checkbox"/> Shares student and program outcome data with stakeholders. <input type="checkbox"/> Mentors and supports colleagues on issues related to student achievement. <input type="checkbox"/> Provides professional development within the school that addresses student needs. 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads the development of revisions to the career and technical education program. <input type="checkbox"/> Provides professional development at the district, regional, state, or national level. 	

STANDARD I: Career development coordinators demonstrate leadership, advocacy, and collaboration.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
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Element b. Career development coordinators enhance their profession. They strive to improve the profession by staying current in research and best practices. They contribute to establishing a positive school climate. Career development coordinators promote professional growth for all educators and collaborate with their colleagues to improve the profession.

<input type="checkbox"/> Contributes to positive working conditions. <input type="checkbox"/> Collaborates with colleagues to improve the profession.	<p>... and</p> <input type="checkbox"/> Supports individual school staff members on the application of best career and technical education practices.	<p>... and</p> Strives to improve and enhance the profession within the school by: <ul style="list-style-type: none"> <input type="checkbox"/> Sharing best practices with colleagues. <input type="checkbox"/> Staying current on evidence-based literature on career and technical education, career development, and workforce development. 	<p>... and</p> Enhances the profession at the district, regional, state and/or national level by: <ul style="list-style-type: none"> <input type="checkbox"/> Conducting presentations. <input type="checkbox"/> Serving on boards, committees, or task forces. 	
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Element c. Career development coordinators advocate for their programs and students. They advocate for positive change in policies and practices affecting career and technical education programs. They promote awareness of and responsiveness to learning styles, cultural diversity, and individual learning needs. Career development coordinators collaborate with staff in building relationships with students that have a positive impact on student achievement. They participate in the implementation of initiatives to improve the education and development of all students. They advocate for equitable, student-centered legislation, policy, and procedures.

<input type="checkbox"/> Participates in the implementation of initiatives to improve educational outcomes for students.	<p>... and</p> Advocates for: <ul style="list-style-type: none"> <input type="checkbox"/> Adequate time for the career development programs. <input type="checkbox"/> Equitable student-centered practices that positively impact career and technical education. <input type="checkbox"/> Promotes awareness of and responsiveness to learning styles, cultural diversity, and individual learning needs. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collects, analyzes, and communicates at the school level data that demonstrate the program's impact on students' education and development. <input type="checkbox"/> Participates in district initiatives that address diverse learning needs and improve education. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates at the district, regional, state, and/or national level data that demonstrate the program's impact on students' education and development. <input type="checkbox"/> Advocates at the district, regional, state and/or national level for equitable student-centered policies, procedures, and legislation that positively impact career and technical education. 	
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STANDARD I: Career development coordinators demonstrate leadership, advocacy, and collaboration.

Element d. Career development coordinators demonstrate high ethical standards.

They demonstrate ethical behaviors. They uphold the Ethical Standards of the Association for Career and Technical Education: Guidance Division and the National Career Development Association. the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>Understands the:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Code of Ethics for NC Educators. <input type="checkbox"/> Standards for Professional Conduct. <input type="checkbox"/> Code of Ethics for the Association for Career and Technical Education. <input type="checkbox"/> Code of Ethics for the National Career Development Association. <input type="checkbox"/> Laws, policies, and procedures applicable to the career development coordinator position. 	<p style="text-align: center;">... and</p> <p>Demonstrates and upholds the:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Code of Ethics for NC Educators. <input type="checkbox"/> Standards for Professional Conduct. <input type="checkbox"/> Code of Ethics for the Association for Career and Technical Education. <input type="checkbox"/> Code of Ethics for the National Career Development Association. <input type="checkbox"/> Laws, policies, and procedures applicable to the career development coordinator position. 	<p style="text-align: center;">... and</p> <p>Supports colleagues' understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Code of Ethics for NC Educators. <input type="checkbox"/> Standards for Professional Conduct. <input type="checkbox"/> Code of Ethics for the Association for Career and Technical Education. <input type="checkbox"/> Code of Ethics for the National Career Development Association. <input type="checkbox"/> Laws, policies, and procedures applicable to the career development coordinator position. 	<p style="text-align: center;">... and</p> <p>Promotes at the district, state, regional, and/or national level support for and understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Code of Ethics for NC Educators. <input type="checkbox"/> Standards for Professional Conduct. <input type="checkbox"/> Code of Ethics for the Association for Career and Technical Education. <input type="checkbox"/> Code of Ethics for the National Career Development Association. <input type="checkbox"/> Laws, policies, and procedures applicable to the career development coordinator position. 	

Examples of Artifacts that may be used to support ratings:

- School Improvement Plan meeting agendas, minutes and sign-in sheets
- Professional Learning Community records
- Career and Technical Education department meeting minutes
- Memberships in professional organizations
- Attendance at stakeholder functions related to career and technical education
- Advisory committee meetings
- Conference presentations on emerging issues and evidence-based practices
- Promoting Career and Technical Education Month activities
- Learning styles Inventories
- Data analyses
- Use of local planning system information to plan program activities
- Non-discrimination statement
- Career clusters document created specifically for school district or school
- CTE test training
- Field trip forms and work-based learning
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Evaluator Comments: (Required for “Not Demonstrated” ratings, recommended for all others.)

Comments of Person Being Evaluated: (Optional)

STANDARD II: Career development coordinators promote a respectful environment for a diverse population of students. Professional career development coordinators establish a respectful school environment to ensure that each student is supported by caring staff. Career development coordinators recognize diversity and treat students as individuals, holding high expectations for every student. Knowing that students have many different needs, career development coordinators work to identify those needs and adapt their services to meet them. Career development coordinators recognize the fact that many adults share responsibility for educating students, facilitating students' career awareness, exploration, and planning.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
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Element a. Career development coordinators foster a school environment in which students have positive, nurturing relationships with caring adults. They create an environment that is inviting, respectful, supportive, inclusive, and flexible.

<input type="checkbox"/> Encourages an environment that is inviting, respectful, supportive, inclusive and flexible.	<p>... and</p> <input type="checkbox"/> Creates an environment that is inviting, respectful, supportive, inclusive, and flexible.	<p>... and</p> <input type="checkbox"/> Teaches positive behaviors that lead to positive and nurturing relationships.	<p>... and</p> <input type="checkbox"/> Disseminates information to help stakeholders develop positive and nurturing relationships with colleagues and with students.	
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Element b. Career development coordinators embrace diversity in the school community and in the world. They collaborate with teachers to ensure that the presentation of the *North Carolina Standard Course of Study* is relevant to a diverse student population.

<input type="checkbox"/> Recognizes the influences of culture, demographics and socio-economic status on a student's development and engagement. <input type="checkbox"/> Articulates knowledge of diverse cultures.	<p>... and</p> <input type="checkbox"/> Collaborates with teachers to include relevant career development information in classroom instruction. <input type="checkbox"/> Selects and/or develops materials and activities that counteract stereotypes and incorporate contributions of diverse cultures.	<p>... and</p> <input type="checkbox"/> Incorporates different points of view in the career and technical education program and services to students. <input type="checkbox"/> Delivers programs and activities based on student needs, including individual and group differences.	<p>... and</p> <input type="checkbox"/> Provides professional development on strategies to address individual and group differences in curricula.	
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STANDARD II: Career development coordinators promote a respectful environment for a diverse population of students.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
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Element c. Career development coordinators treat students as individuals. They maintain high expectations, including graduation from high school, for students of all backgrounds. Career development coordinators appreciate the differences and value the contributions of each student in the learning environment.

<input type="checkbox"/> Understands the need for students to set academic, personal/social and career goals. <input type="checkbox"/> Values the differences and contributions of each student.	<p style="text-align: center;">... and</p> Maintains and communicates high expectations for all students including: <ul style="list-style-type: none"> <input type="checkbox"/> Academic rigor. <input type="checkbox"/> Achievement of <i>NC Standard Course of Study</i>. <input type="checkbox"/> Progress toward high school graduation. <input type="checkbox"/> College and career readiness. 	<p style="text-align: center;">... and</p> <input type="checkbox"/> Collaborates with other stakeholders to assist students in achieving academic, personal/social and career goals.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Initiates networks of support to help students graduate career and college ready.	
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Element d. Career development coordinators adapt their services to accommodate diverse student populations. They recognize that all students have different needs and collaborate with school and community personnel to help meet their needs. They identify these needs using data, referrals, observation, and other sources of information. Career development coordinators collaborate with school counselors and others to create customized plans of action/career plans.

<input type="checkbox"/> Identifies and prioritizes student needs based on data, referrals, observations, and other sources of information.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Provides appropriate services to meet individual student, small group, and classroom needs.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Collaborates with others to create a customized plan of action that guides follow-up services to meet students' varied needs.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Adapts services based on the academic, personal/social, and career needs of students. <input type="checkbox"/> Adapts services to address the customized plan of action.	
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STANDARD II: Career development coordinators promote a respectful environment for a diverse population of students.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
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Element e. Career development coordinators work collaboratively with the families and significant adults in the lives of students. They recognize that educating students is a shared responsibility involving the school, parents/guardians, and the community. Career development coordinators improve communication and collaboration among the school, home, and community in order to promote and build trust, understanding, and partnerships with all segments of the school community.

<input type="checkbox"/> Communicates effectively with all stakeholder groups, regardless of barriers.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Promotes and builds trust, understanding, and partnerships with stakeholder groups. <input type="checkbox"/> Encourages student and family involvement. <input type="checkbox"/> Maintains appropriate resources to improve relationships among home, school, and community.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Develops and utilizes community partnerships and resources. <input type="checkbox"/> Seeks solutions to overcome barriers that stand in the way of effective family and community involvement.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Promotes and builds trust, understanding and partnerships among district, state, and/or national stakeholder groups.	
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Examples of Artifacts that may be used to support ratings:

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|---|--------------------------|
| <input type="checkbox"/> Career and College Promise | <input type="checkbox"/> |
| <input type="checkbox"/> Customized plan of action | <input type="checkbox"/> |
| <input type="checkbox"/> Work-based learning | <input type="checkbox"/> |
| <input type="checkbox"/> Advisory committee work | <input type="checkbox"/> |
| <input type="checkbox"/> Professional learning community activities | |
| <input type="checkbox"/> Workshops for stakeholders | |
| <input type="checkbox"/> Career Cruising | |
| <input type="checkbox"/> Records of parent involvement and communication activities | |
| <input type="checkbox"/> College Foundation of North Carolina | |

Evaluator Comments: (Required for "Not Demonstrated" ratings, recommended for all others.)

Comments of Person Being Evaluated: (Optional)

STANDARD III: Career development coordinators understand and facilitate the implementation of a comprehensive career development program. They align their programs with state and national best practices to ensure that their role fits into the school program. A comprehensive career development program meets the academic and career, needs of students through the implementation of programming including individual counseling, classroom presentation, academic advising, career development services, consultation, parent education and other responsive services. Career development coordinators deliver a comprehensive career development program for all students and provide developmentally-appropriate services and activities based on student needs. A career development coordinator must engage in leadership, advocacy, and collaboration with all school personnel for the successful implementation of a comprehensive career development program. They understand how students learn and help all students develop in the areas of academic, career, and personal social success. They align their services with the *North Carolina Standard Course of Study* to meet the needs of students.

Element a. Career development coordinators align their programs to support student success in the *North Carolina Standard Course of Study*. They implement program models developed by professional organizations such as the Association for Career and Technical Education (ACTE) and the National Career Development Association (NCDA).

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Aligns evidence-based career and technical education programs with the <i>North Carolina Standard Course of Study</i> .	<p style="text-align: center;">... and</p> <input type="checkbox"/> Implements an evidence-based career and technical education program aligned with the <i>North Carolina Standard Course of Study</i> . <input type="checkbox"/> Develops strategies to assist students in making connections between their personal interests and needs and the curriculum.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Assists school staff in helping students make connections between their personal interests and needs and the curriculum.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Leads professional development in strategies to help students in making connections between their personal interests and needs and the curriculum. <input type="checkbox"/> Communicates effective practices beyond the school level.	

STANDARD III: Career development coordinators understand and facilitate the implementation of a comprehensive career development program.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
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Element b. Career development coordinators understand how their professional knowledge and skills support and enhance student success. They bring richness and depth of understanding to their schools through their knowledge of career development theories, models and techniques as they apply to lifelong development.

<input type="checkbox"/> Incorporates evidence-based research about human development, student learning, and student success (academic, career, and personal/social development) into the career and technical education program.	<p>... and</p> <input type="checkbox"/> Applies theories and research about human development and student learning in career and technical education programs and services designed to enhance student success.	<p>... and</p> <input type="checkbox"/> Collaborates in the development of innovative approaches based on evidence-based research theories about human development, student learning, and student success.	<p>... and</p> <input type="checkbox"/> Leads professional development on connections between theories and research about human development and student success. <input type="checkbox"/> Communicates beyond the school level innovative practices that show promise of improving student success.	
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Element c. Career development coordinators recognize the interconnectedness of the comprehensive education program and academic content areas/disciplines. They support teachers and other specialists' use of the *North Carolina Standard Course of Study* to develop and enhance students' twenty-first century skills and promote global awareness.

<input type="checkbox"/> Establishes connections between the career and technical education program and other content areas/disciplines.	<p>... and</p> <input type="checkbox"/> Collaborates with school staff to help them understand how the career and technical education program is related to their content areas/disciplines. <input type="checkbox"/> Employs appropriate and available technology to enhance service delivery.	<p>... and</p> <input type="checkbox"/> Provides assistance to school staff as they integrate the career and technical education program into their content areas/disciplines.	<p>... and</p> <input type="checkbox"/> Shares outcome results of the integration of the career and technical education program and other content areas/disciplines.	
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STANDARD III: Career development coordinators understand and facilitate the implementation of a comprehensive career development program.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
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Element d. Career development coordinators develop comprehensive career development programs relevant to students. They deliberately, strategically, and broadly incorporate into their programs the life and career skills that students need to be successful in the twenty-first century. These skills span the academic, personal/social, and career domains and include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility.

<input type="checkbox"/> Accesses data regarding the effectiveness of the career development program. Develops a plan for a comprehensive career development program: <input type="checkbox"/> Based on data to meet student needs, skills, and interests. <input type="checkbox"/> Relevant to students. <input type="checkbox"/> That incorporates 21st Century skills and content into the career development program.	<p style="text-align: center;">... and</p> Implements a comprehensive career development program: <input type="checkbox"/> Based on data to meet student needs, skills, and interests. <input type="checkbox"/> Relevant to students. <input type="checkbox"/> That incorporates 21st Century skills and content into the career development program.	<p style="text-align: center;">... and</p> Monitors the comprehensive career development program: <input type="checkbox"/> Based on data to meet student needs, skills, and interests. <input type="checkbox"/> Relevant to students. <input type="checkbox"/> That incorporates 21st Century skills and content.	<p style="text-align: center;">... and</p> Adapts the comprehensive career development program: <input type="checkbox"/> Based on data to meet student needs, skills, and interests. <input type="checkbox"/> Relevant to students. <input type="checkbox"/> That incorporates 21st Century skills and content. <input type="checkbox"/> Shares strategies that show promise for ensuring postsecondary student success.	
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Examples of Artifacts that may be used to support ratings:

<input type="checkbox"/> Concentrator data <input type="checkbox"/> College acceptances <input type="checkbox"/> Graduation/dropout rates <input type="checkbox"/> School profile <input type="checkbox"/> Work Keys results <input type="checkbox"/> Certifications and credentials <input type="checkbox"/> Work-based learning <input type="checkbox"/> Customized plans of action	<input type="checkbox"/> Lesson plans <input type="checkbox"/> Newsletters and other communications and publications <input type="checkbox"/> Graduation requirements <input type="checkbox"/> Professional development workshops <input type="checkbox"/> Local, regional, state, and/or national economic development information sharing	<input type="checkbox"/> Career and technical student organizations <input type="checkbox"/> National Technical Honor Society Rosters <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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Evaluator Comments: (Required for "Not Demonstrated" ratings, recommended for all others.)

Comments of Person Being Evaluated: (Optional)

STANDARD IV: Career development coordinators promote learning for all students. Professional career development coordinators are knowledgeable of the ways in which learning takes place and understand the significance of academic, career, and personal/ social development of all students. Career development coordinators use a variety of methods to implement programs that will help raise achievement and close gaps. Career development coordinators help students think through their problems and find solutions. Career development coordinators listen and communicate well, and they model those behaviors for others around them.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
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Element a. Career development coordinators know how students learn. They understand the teaching and learning process and how it impacts students. They develop career services and career counseling approaches appropriate for the changing student population. They provide resources to staff to enhance student strengths and address student weaknesses.

<input type="checkbox"/> Understands the influences that affect individual student learning.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Addresses the achievement gap by assessing student strengths and needs.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Provides resources to staff to enhance student strengths and address student needs.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Reduces barriers to student learning.	
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Element b. Career development coordinators help students develop global employability skills. Career development coordinators assist all students with developing academic, career, and personal/ social skills. They help students utilize sound reasoning, understand connections, and make complex choices. They encourage students to use these skills to make healthy and responsible choices in their everyday lives.

<input type="checkbox"/> Helps students investigate and understand the importance of global employability skills.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Models effective global employability skills. Assists students in: <ul style="list-style-type: none"> <input type="checkbox"/> Identifying global employability skills as they are modeled throughout their instructional program. <input type="checkbox"/> Using global employability skills throughout as necessary and appropriate. 	<p style="text-align: center;">... and</p> <input type="checkbox"/> Addresses barriers to the development of global employability skills on the part of students.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Shares outcome and results data indicating students' acquisition of global employability skills.	
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STANDARD IV: Career development coordinators promote learning for all students.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
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Element c. Career development coordinators use and promote effective listening and communication skills. They listen responsively to students, colleagues, parents/guardians, and other stakeholders in order to identify impediments to student success. They use a variety of communication methods. Career development coordinators assist students in developing effective listening and communication skills in order to enhance academic and career success, build positive relationships, resolve conflicts, advocate for themselves, and become responsible 21st Century citizens.

<input type="checkbox"/> Listens responsively to students, colleagues, parents/guardians, and other stakeholders in order to identify issues and barriers that impede student success.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Uses a variety of methods to assist students in developing effective communication skills. <input type="checkbox"/> Models effective communication skills.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Assists students in determining the most appropriate communication strategies to use in a variety of situations. <input type="checkbox"/> Promotes the development of effective communication skills throughout the school community.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Shares effective communication techniques at the district, state, and/or national level.	
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Examples of Artifacts that may be used to support ratings:

<input type="checkbox"/> Individual student plans <input type="checkbox"/> Moodle contributions <input type="checkbox"/> Committee and taskforce participations <input type="checkbox"/> Career and technical student organizations <input type="checkbox"/> Summer conference presentations and contributions to planning (online program) <input type="checkbox"/> District, regional and state conference planning activities and committees <input type="checkbox"/> Advisory boards <input type="checkbox"/> Learning styles inventories	<input type="checkbox"/> Employability skills assessments <input type="checkbox"/> American College Testing PLAN and EXPLORE <input type="checkbox"/> Armed Services Vocational Aptitude Battery <input type="checkbox"/> Career readiness assessments <input type="checkbox"/> College readiness assessments <input type="checkbox"/> Concentrator data <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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Evaluator Comments: (Required for "Not Demonstrated" ratings, recommended for all others.)

Comments of Person Being Evaluated: (Optional)

STANDARD V: Career development coordinators actively reflect on their practice. They demonstrate accountability for managing and delivering a comprehensive career development program. They use data to plan and evaluate their programs in a deliberate on-going manner. Career development coordinators participate in professional development opportunities that support the school and district’s mission as well as the comprehensive career development program. They recognize that change is constant and use best practices to continually improve their programs.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
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Element a. Career development coordinators analyze the impact of the career development program. They think systematically and critically about the impact of their programs on student success. They use data to plan and evaluate their programs.

<input type="checkbox"/> Seeks feedback from stakeholder groups on the effectiveness of service delivery and needed changes.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Determines the effectiveness of service delivery based on data. <input type="checkbox"/> Develops and implements a written plan of data driven goals and strategies for effective delivery of the career development program.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Uses results to improve and enhance the career development program.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Collaborates with stakeholder groups to design necessary program changes.	
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Element b. Career development coordinators link professional growth to the needs of their school and their program goals. They participate in continued, high quality professional development that reflects a global view of educational practices; includes twenty-first century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

<input type="checkbox"/> Participates in high quality professional development specific to career development and career and technical education. <input type="checkbox"/> Aligns professional growth activities with the National Career Development Association and American Career and Technical Education Association.	<p style="text-align: center;">... and</p> Participates in high quality professional development that: <ul style="list-style-type: none"> <input type="checkbox"/> Is based on needs identified by school data. <input type="checkbox"/> Reflects 21st Century skills and knowledge. <input type="checkbox"/> Addresses individual professional growth goals. <input type="checkbox"/> Aligns with State Board of Education priorities and school and district goals. 	<p style="text-align: center;">... and</p> <input type="checkbox"/> Applies new knowledge and skills gained through professional development activities.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Develops focused and rigorous professional development activities. <input type="checkbox"/> Leads focused and rigorous professional development at the district, state, and/or national level.	
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STANDARD V: Career development coordinators actively reflect on their practice.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
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Element c. Career development coordinators function effectively in a complex dynamic environment. Understanding that change is constant, career development coordinators actively investigate and consider new ideas that improve student academic, career, and personal/social development as well as the career development profession. Career development coordinators collaborate with students, staff, parents, and other stakeholders to implement these ideas.

<input type="checkbox"/> Actively investigates and considers new ideas that improve the career development program and the profession. <input type="checkbox"/> Actively reflects on practice through written journals, professional learning communities, discussions with colleagues and mentors and/or other similar activities.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Actively investigates new ideas that improve the profession. <input type="checkbox"/> Collaborates with students, staff, parents, and other stakeholders to implement improvements to the career development program.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Adapts professional practice based on current evidence-based research findings and other data to meet stakeholder needs. <input type="checkbox"/> Monitors the impact of adaptations to professional practice on the career development program.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Shares results of monitoring activities. <input type="checkbox"/> Leverages resources to address identified needs.	
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Examples of Artifacts that may be used to support ratings:

<input type="checkbox"/> Budget <input type="checkbox"/> Monitoring reports and/or surveys <input type="checkbox"/> Professional development <input type="checkbox"/> Self-assessment <input type="checkbox"/> Needs assessment <input type="checkbox"/> Stakeholder evaluations <input type="checkbox"/> Journal	<input type="checkbox"/> Work plan <input type="checkbox"/> District strategic plan <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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Evaluator Comments: (Required for "Not Demonstrated" ratings, recommended for all others.)

Comments of Person Being Evaluated: (Optional)

Rubric Signature Page

Career Development Coordinator Signature

Date

Principal/Evaluator Signature

Date

Peer Signature (if applicable)

Date

Comments Attached: ____ YES ____ NO

Principal/Evaluator Signature

Date

(Signature indicates question above regarding comments has been addressed)

Note: The career development coordinator's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the career development coordinator has reviewed the report with the evaluator and may reply in writing. The signature of the evaluator verifies that the report has been reviewed and that the proper process has been followed according to the North Carolina State Board of Education Policy for the Career Development Coordinator Evaluation Process.