North Carolina Career Development Coordinator Evaluation Process

Users' Guide

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Public Schools of North Carolina
State Board of Education
Department of Public Instruction

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Introduction

The mission of the North Carolina State Board of Education is that every public school student will graduate from high school globally competitive for work and postsecondary education, and prepared for life in the 21st century. This mission requires a new vision of school leadership and a new set of skills that professional career development coordinators must use daily in order to help their students learn 21st century content and master skills they will need when they graduate from high school and enroll in higher education or enter the workforce or the military.

North Carolina Professional Career Development Coordinator Standards

The North Carolina Professional Career Development Coordinator Standards are the basis for career development coordinator preparation, evaluation, and professional development. A new career development coordinator evaluation instrument has been created and professional development is taking on a new look based on these Standards. Each of these will include the skills and knowledge needed for 21st century teaching and learning.

Vision for Career Development Coordinators

The demands of 21st century education dictate new roles for career development coordinators. Schools need professional career development coordinators who are adept at creating and utilizing systems for change and at building relationships within the school community. Career development coordinators create nurturing relationships with students that enhance students' academic achievement and personal success as globally productive citizens in the 21st century. Utilizing leadership, advocacy, and collaboration, professional career development coordinators promote academic and personal success by implementing a comprehensive career development coordinator program that encompasses areas of academic, career, and personal/social development for all students.

In order to deliver a comprehensive career development coordinator program, the career development coordinator should understand and be competent in the following areas:
- Career development,
- Student learning and academic success,
- Societal change and trends,
- Human growth and development,
- Core components for helping relationships
- Cultural diversity
- Evaluation of student needs,
- Use of data,
- Use of technology,
- Role of the career development coordinator in leadership, advocacy, and systemic change,
- Legal and ethical guidelines,
- Collaboration with internal and external stakeholders,
- Research and program evaluation,
- School culture and mission, and
- Interaction with other educational professional.

Intended Purpose of the Standards

The North Carolina Standards for Career Development Coordinators were developed as a resource for career development coordinators to enhance their knowledge and skills. Therefore, it is incumbent upon the career development coordinator to provide services as part of a comprehensive multidisciplinary team with complementary knowledge, skills, and experiences.

The career development coordinator standards will:

- guide professional development as career development coordinators move forward in the 21st century;
- provide the focus for schools and districts as they support, monitor, and evaluate their career development coordinator; and
- assist higher education programs and the National Career Development Association in developing the content and requirements of career development coordinator education curricula.

Organization of the Standards

Performance Standard – The distinct aspect of career development coordination or realm of activities which form the basis for the evaluation of a career development coordinator.

Performance Elements – The subcategories of performance embedded within the performance standard.

Performance Descriptors – The specific performance responsibilities embedded within the components of each performance standard.

Artifacts – The evidence of standard practices the career development coordinator might share with the evaluator to illustrate activities undertaken to meet the standards.

These Standards are intended for use by North Carolina schools and local education agencies that employ career development coordinators. The following documents were consulted while developing these Standards:

- Sate Board of Education Mission and Goals
- State Board of Education Policies QP-C-003 and QP-C-006
- State General Statutes 115C-333 and 115C-335
- Current North Carolina Career Development Coordinator Job Description
- State Perkins Plan

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

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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.

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.

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.

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.

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 facilitate students' career awareness, exploration, and planning.

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.

Element b. Career development coordinators embrace diversity in the school community and in the world. They demonstrate knowledge global workforce issues and employability trends. They collaborate with teachers to ensure that the presentation of the *North Carolina Standard Course of Study* is relevant to a diverse student population.

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.

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.

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.

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).

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.

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.

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.

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. They use a variety of methods to implement programs that will help raise achievement and close gaps. They help students think through their problems and find solutions. They listen and communicate well, and they model those behaviors for others around them.

> **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 approaches appropriate for the changing student population. They provide resources to staff to enhance student strengths and address student weaknesses.

> **Element b. Career development coordinators help students develop employability skills.** They 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.

> **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.

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.

> **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.

> **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.

> **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.

Framework for 21st Century Learning

The Partnership for 21st Century Skills has developed a vision for 21st century student success in the new global economy.
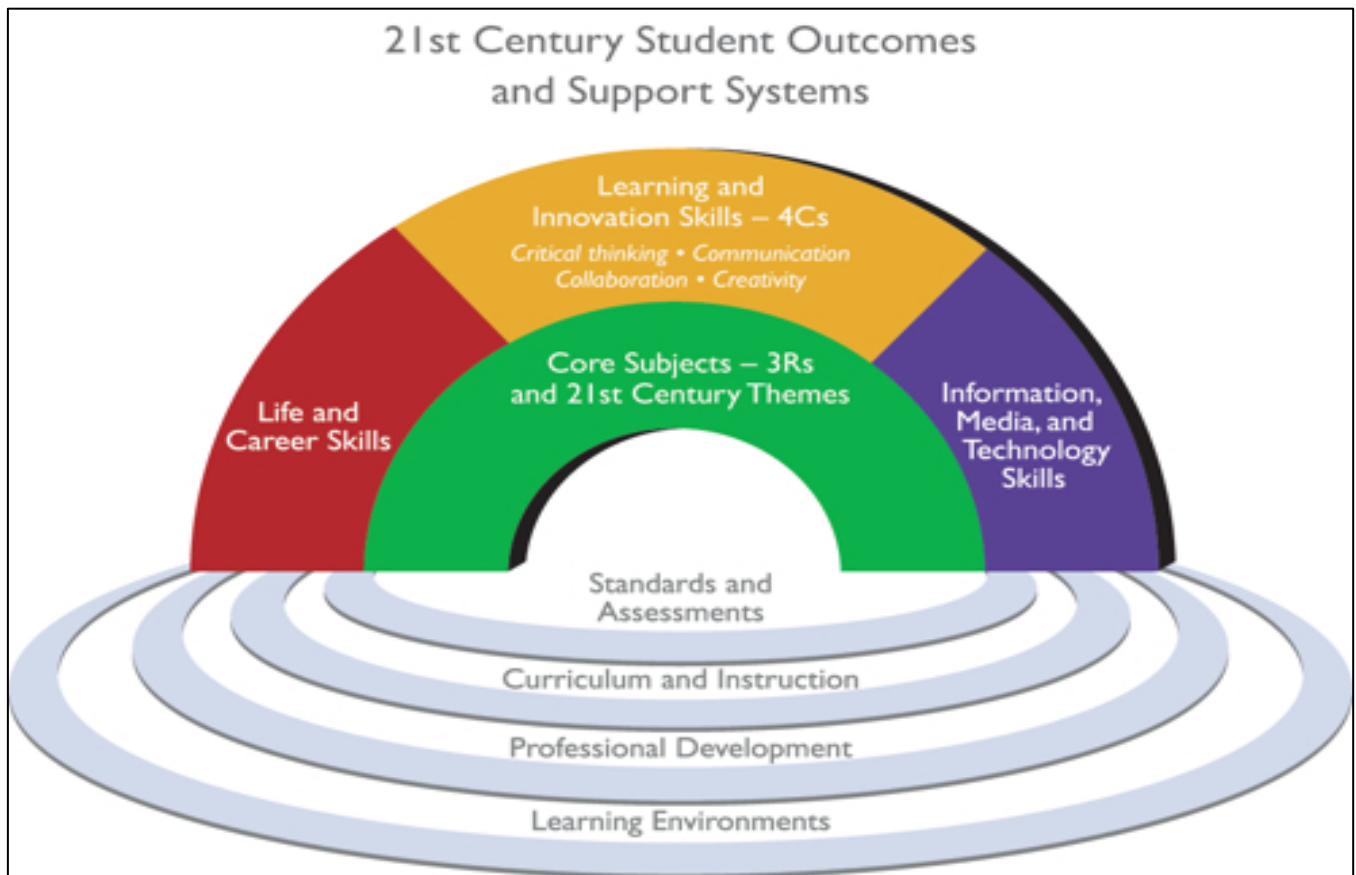
Figure 1. 21st Century Student Outcomes and Support Systems

The elements described in this section as "21st century student outcomes" (represented by the rainbow in Figure 1) are the skills, knowledge, and expertise students should master to succeed in work and life in the 21st century.

Core Subjects and 21st Century Themes

Mastery of core subjects and 21st century themes is essential for students in the 21st century. Core subjects include English, reading in or language arts, world languages, arts, mathematics, economics, science, geography, history, government, and civics.

We believe school must move beyond a focus on basic competency in core subjects promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in 21st century and those who are not. They include:
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media, and Technology Skills

People in the 21st century live in a technology and media-driven environment, marked by access to an abundance of information, rapid change in technology tools, and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and works must be able to exhibit a range of functional and critical thinking skills, such as:
- Information Literacy
- Media Literacy
- ICT (Information, Communications, and Technology) Literacy

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:
- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

21st Century Support Systems

Developing a comprehensive framework for 21st century learning requires more than identifying specific skills, content knowledge, expertise, and literacies. An innovative support system must be created to help students master the multidimensional abilities required of them in the 21st century. The Partnership has identified five critical support systems that ensure student mastery of 21st century skills:
- 21st Century Standards
- Assessment of 21st Century Skills
- 21st Century Curriculum and Instruction
- 21st Century Professional Development
- 21st Century Learning Environments

For more information, visit the Partnership's website at www.21stcenturyskills.org.
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Milestones for Improving Learning and Education

The Partnership for 21st Century Skills developed the Milestones for Improving Learning and Education (MILE) Guide for 21st Century Skills to assist educators and administrators in measuring the progress of their schools in defining, teaching, and assessing 21st century skills. The following describes the skills and knowledge required of students in the 21st century. This list was adapted from the 21st Century Partnership's MILE Guide and served as a foundation for the North Carolina Professional Career Development Coordinator Standards.

Global Awareness

- Using 21st century skills to understand and address global issues.
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.
- Having the ability to utilize non-English languages as a tool for understanding other nations and cultures.

Financial, Economic, Business, and Entrepreneurial Literacy

- Knowing how to make appropriate personal economic choices.
- Understanding the role of the economy and the role of business in the economy.
- Using entrepreneurial skills to enhance workplace productivity and career options.

Civic Literacy

- Being an informed citizen to participate effectively in government.
- Exercising the rights and obligations of citizenship at local, state, national, and global levels.
- Understanding the local and global implications of civic decisions.

Health Literacy

- Having the ability to access health information and services, navigate health institutions, and act as an effective advocate to improve health for self, family and/or community.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction.
- Demonstrating understanding of national and international health.

Thinking and Learning Skills

Critical Thinking and Problem Solving Skills

- Exercising sound reasoning and understanding.
- Making complex choices.
- Understanding the interconnections among systems.
- Framing, analyzing, and solving problems.

Communication

- Articulating thoughts and ideas clearly and effectively.

Information and Media Literacy Skills

- Understanding, managing and creating effective oral, written and/or multimedia communication in a variety of forms and contexts.
- Analyzing, accessing, managing, integrating, evaluating, and creating information in a variety of forms and media.

Creativity and Innovation Skills

- Demonstrating originality and inventiveness in work.
- Developing, implementing, and communicating new ideas to others.
- Being open and responsive to new and diverse perspectives.

Collaboration Skills

- Demonstrating ability to work effectively with diverse teams.
- Being willing to be helpful and make necessary compromises to accomplish a common goal.

Contextual Learning Skills

- Having the ability to take advantage of education in a variety of contexts, both inside and outside the classroom; understanding that knowledge is acquired within a context.

ICT Literacy

- Using technology in the course of attaining and utilizing 21st century skills.

Life Skills

Leadership

- Using interpersonal and problem-solving skills to influence more than one person toward a goal.
- Having the ability to leverage strengths of others to accomplish a common goal.

Ethics

- Demonstrating integrity and ethical behavior in personal, workplace, and community contexts.

Accountability

- Setting and meeting high standards and goals for oneself and others.

Adaptability

- Adapting to varied roles and responsibilities.
- Tolerating ambiguity and changing priorities.

Personal Productivity

- Utilizing time efficiently and manage workload.
- Being punctual and reliable.

Personal Responsibility

- Exercising personal responsibility and flexibility in personal, workplace and community contexts.

People Skills

- Working appropriately and productively with others.

Self-Direction

- Monitoring one's own understanding and learning needs.
- Demonstrating initiative to advance professional skill levels.
- Having the ability to define, prioritize, and complete tasks without direct oversight.
- Demonstrating commitment to learning as a lifelong process.

Social Responsibility

- Acting responsibly with the interests of the larger community in mind.

North Carolina Career Development Coordinator Evaluation Process

The rubric used for evaluating career development coordinators is based on the Framework for 21st Century Learning and the North Carolina Professional Career Development Coordinator Standards. It is designed to promote effective leadership, quality teaching, and student learning while enhancing professional practice and leading to improved instruction. This evaluation instrument and its accompanying processes and materials are designed to encourage professional growth, to be flexible and fair to the persons being evaluated, and to serve as the foundation for the establishment of professional goals and identification of professional development needs.

The intended purpose of the North Carolina Career Development Coordinator Evaluation Process is to assess the career development coordinator's performance in relation to the North Carolina Professional Career Development Coordinator Standards and to guide the development of a plan for professional growth. The principal or a designee (hereinafter "evaluator") will conduct the evaluation process in which the career development coordinator will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s). Figure 2 illustrates the components of the evaluation process.
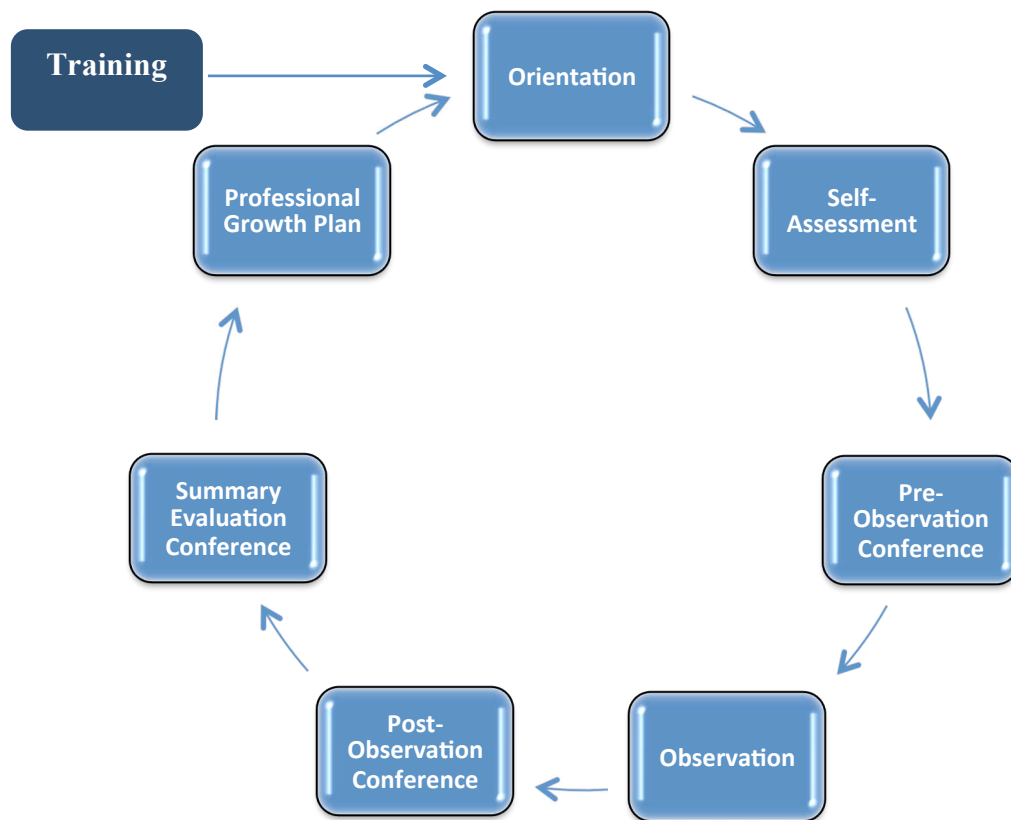
Figure 2: Career Development Coordinator Annual Evaluation Process

The Purposes of the Evaluation

The career development coordinator performance evaluation process will:

- Serve as a measurement of performance for individual career development coordinators;
- Serve as a guide for career development coordinators as they reflect upon and improve their effectiveness;
- Serve as the basis for the improvement of professional practice;
- Focus the goals and objectives of schools and districts as they support, monitor, and evaluate their career development coordinators;
- Guide professional development programs for career development coordinators;
- Serve as a tool in developing coaching and mentoring programs for career development coordinators workers; and
- Inform higher education institutions as they develop the content and requirements for career development coordinator training programs.

Evaluation Process

Responsibilities for career development coordinators and their evaluators, as they complete the evaluation process, are as follows:

Career Development Coordinator Responsibilities:

- Know and understand the North Carolina Professional Career Development Coordinator Standards.
- Participate in training to understand the North Carolina Career Development Coordinator Evaluation Process.
- Prepare for, and fully participate in, each component of the evaluation process.
- Gather data, artifacts, evidence to support performance in relation to standards and progress in attaining goals.
- Develop and implement strategies to improve personal performance and attain goals in areas individually or collaboratively identified.

Evaluator Responsibilities:

- Know and understand the North Carolina Professional Career Development Coordinator Standards.
- Participate in training to understand and implement the Career Development Coordinator Evaluation Process.
- Supervise the Career Development Coordinator Evaluation Process and ensure that all steps are conducted according to the approved process.
- Identify the career development coordinator's strengths and areas for improvement and make recommendations for improving performance.
- Ensure that the contents of the Career Development Coordinator Summary Evaluation Report contain accurate information and accurately reflect the career development coordinator's performance.

The North Carolina Career Development Coordinator Evaluation Process includes the following components:

Component 1: Training

Before participating in the evaluation process, all career development coordinators and principals/principal designees (hereinafter referred to as evaluators) must complete training on the evaluation process. After the initial training, any changes to the evaluation materials or processes should be discussed during the annual orientation that takes place within the first two weeks of school each year.

Component 2: Orientation

Within two weeks of a career development coordinator's first day of work in any school year, the evaluator will provide the career development coordinator with a copy of, or directions for obtaining access to a copy of:
- A. The North Carolina School Evaluation Process for Career Development Coordinators Users' Guide and
- B. A schedule for completing all the components of the evaluation process.

Copies may be provided by electronic means.

Component 3: Self-Assessment

Using the Rubric for Evaluating North Carolina Career Development Coordinators, the career development coordinator shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

Component 4: Pre-Observation Conference

Before the first formal observation, the evaluator shall meet with the career development coordinator to discuss the career development coordinator's self-assessment based on the Rubric for Evaluating North Carolina Career Development Coordinators, the career development coordinator's most recent professional growth plan, and the career development activities to be observed. The goal of this conference is to prepare the evaluator for the observation. Pre-Observation conferences are not required for subsequent observations during the same school year.

Component 5: Observations

All school career development coordinators who are licensed by the North Carolina Department of Public Instruction are required to adhere to the annual evaluation requirements outlined in GS 115c-333.1(a). The **minimum** requirements for observations of probationary staff members whose contracts are renewed annually and career staff members who have reached career status are:

Probationary
- One (1) pre-observation conference conducted prior to the first formal observation.
- Three (3) formal observations which may be conducted by different administrators if the career development coordinator works in more than one school. Different administrators in the same school may also conduct observations. Administrators may choose to conduct more than the required three (3) formal observations during the school year.
- Three (3) formal post-observation conferences.
- One (1) final/summative evaluation conducted near the end of the year. All administrators who observed the career development coordinators during the year should confer about the final

evaluation ratings prior to the final/summative evaluation conference to ensure that all aspects of the career development coordinator's performance are considered.

Total: Three (3) Formal Observations

(Minimum requirement as administrators reserve the right to determine number of observations. Likewise, the employee may request additional Formal Observations.)

Career
- One (1) pre-observation conference conducted prior to the first formal observation.
- One (1) formal observation.
- One (1) formal post-observation conference.
- Two (2) informal observations which may be conducted by more than one (1) administrator.
- One (1) final/summative evaluation conducted near the end of the year. All administrators who observed the career development coordinator during the year should confer about final evaluation ratings prior to the final/summative evaluation conference to ensure that all aspects of the support staff member's performance are considered.

Total: Three (3) Observations (1 Formal, 2 Informal)

(Multiple administrators confer regarding observations and Summative Evaluation as determined by LEA)

Any administrator responsible for evaluating probationary or career status career development coordinators may choose to conduct additional formal observations during the school year. Observation requirements are summarized in the following table. Likewise, the employee may request additional Formal Observations.

Comparison of Probationary and Career Development Coordinator Evaluation Requirements

	Probationary	Career
Pre-Observation Conference	One (1) conducted prior to first formal observation	
Formal Observation(s)	3	1
Formal Post-Observation Conference	3	1
Informal Observations		2
Summative Evaluation	1	1
Other Requirements	Multiple administrators confer regarding observation results and representation on the final/summative evaluation.	
Options	Administrators may choose to conduct additional observations. Likewise, the employee may request additional observations.	

During observations, the evaluator shall note the career development coordinator's performance in relationship to applicable standards on the appropriate rubric for evaluating the career development coordinator. Each formal observation should last at least forty-five minutes or an entire session or activity.

Component 6: Post-Observation Conference

The evaluator shall conduct a post-observation conference no later than ten (10) school days after each formal observation. During the post-observation conference, the evaluator and career development coordinator shall discuss and document on the rubric the strengths and weaknesses of the career development coordinator's performance during the observed session.

Component 7: Summary Evaluation Conference and Scoring the Career Development Coordinator Summary Rating Form

Prior to the end of the school year and in accordance with LEA timelines, the evaluator shall conduct a summary evaluation conference with career development coordinator. During the summary evaluation conference, the evaluator and career development coordinator shall discuss the evaluator's assessment of the career development coordinator's performance over the course of the school year, the career development coordinator's self-assessment, the most recent Professional Growth Plan, the components of the North Carolina Career Development Coordinator Evaluation Process completed during the year, observations, artifacts submitted or collected during the evaluation process, and other evidence of the career development coordinator's performance.

At the conclusion of the evaluation process, the evaluator shall:
- Give a rating for each Element in the Rubric;
- Provide a written comment on any Element marked "Not Demonstrated";
- Give an overall rating of each Standard;
- Provide the career development coordinator with the opportunity to add comments to the Career Development Coordinator Summary Rating Form;
- Review the completed Career Development Coordinator Summary Rating Form with the career development coordinator; and
- Secure the career development coordinator's signature on the Record of Career Development Coordinator Evaluation Activities and Career Development Coordinator Summary Rating Form.

Component 8: Professional Growth Plans

Career development coordinators shall develop a Professional Growth Plan designed to serve as a guide for improving their performance during the subsequent school year. At a minimum, such a plan shall outline the standards and elements which need to be improved, goals to be accomplished, activities to be completed, and a timeline for completing all activities and/or achieving goals. The Professional Growth Plan should be discussed with and approved by the evaluator as the final step in the evaluation process.

Completing the Rubric and the Summary Rating Form

Self-Assessment

Early in the school year, the career development coordinator will complete a self-assessment based on the Rubric for Evaluating North Carolina Career Development Coordinators. The self-assessment is a personal reflection about one's professional practice conducted without input from others. The purposes of the self-assessment are to provide the career development coordinator an opportunity to reflect on his/her capabilities with respect to achieving the state's standards of performance and to contextualize anticipated levels of performance. As a part of this process, the career development coordinator should consider past performance as well as the school characteristics for the current school year. These two factors jointly determine anticipated levels of performance and will help the career development coordinator articulate professional development, coaching, and mentoring needs in order to maintain or improve performance.

At the discretion of the career development coordinator, the self-assessment ratings may be used as the basis for discussions with the evaluator in order to clarify performance expectations, set goals, plan professional development and program changes, or provide input to the final, end-of-year ratings.

The career development coordinator should complete the rubric by marking descriptors that characterize professional practices in evidence as a part of his/her daily work. The career development coordinator should complete the self-assessment at the beginning of the school year and update it frequently throughout the year in light of changes to either personal performance or the school context.

Completing the Rubric Based on Observations

The evaluator will complete the Rubric for Evaluating North Carolina Career Development Coordinators during formal and informal observations as well as through reviews of artifacts. The evaluator checks descriptors that are observed during the session/lesson or as a result of review of artifacts and additional evidence. If the evaluator is not able to mark any of the descriptors for an element, then the "Not Demonstrated" column is used. In such a case, the evaluator must write a comment about the career development coordinator's performance and suggestions for improvement. During a post-observation conference, the evaluator and career development coordinator discuss and document the descriptors on which the career development coordinator has demonstrated performance as well as those on which performance was not demonstrated and for which no additional evidence has been provided.

The evaluator should conduct at least one formal observation of the career development coordinator's performance. Additional informal observations may be conducted throughout the year to supplement information gained through the formal observation and to observe elements for which additional information is needed in order to adequately and accurately rate the career development coordinator's performance.

Determining Rating Levels

The career development coordinator and evaluator should independently score each element within a standard to determine the level of performance for that element. The career development coordinator scores the rubric as a part of the self-assessment process and the evaluator scores it as a result of observations and artifact reviews only during the summary evaluation. Each element should be <u>rated</u> separately, and the combined individual element scores will determine the overall <u>rating</u> for the standard.

The rating for each element is the lowest rating for which all descriptors are marked and all descriptors below that rating are marked. As illustrated in the example on page 21, the career development coordinator would be rated as "Proficient" on element a, "Career development coordinators demonstrate leadership in the

school, district and community," even though at least one descriptor for "Proficient," "Accomplished," and "Distinguished" was marked. This is because "Proficient" is the lowest rating for which all descriptors were marked. Likewise, in the example on page 22, the career development coordinator also would be rated as "Proficient" on element b, "Career development coordinators enhance their profession," and on each of the remaining elements. This is likely to result in an overall rating of "Proficient" for Standard I.

Formal and informal observations of the career development coordinator's performance should be conducted throughout the year. Overall ratings should not be determined until the end of the year during the Summary Evaluation Conference. When a career development coordinator is rated as "Developing" or "Not Demonstrated" on any element or standard during the summary evaluation conference, the evaluator should strongly encourage the career development coordinator to develop a goal to address the area(s) where proficiency has not been reached.

Determining the career development coordinator's professional practices rating involves determining the ratings for individual elements and standards. The evaluator should score each element within a standard to determine the level of performance for that element.

For example, "Standard 1: Career development coordinators demonstrate leadership, advocacy and collaboration…" has four elements:

> Element a. Career development coordinators demonstrate leadership in the school, district and community.
>
> Element b. Career development coordinators enhance their profession.
>
> Element c. Career development coordinators advocate for their programs and students.
>
> Element d. Career development coordinators demonstrate high ethical standards.

The evaluator should score each element separately. The collective individual element scores will determine the overall score for the standard and the scores for the standards will determine the overall professional practices rating. The evaluator should begin with the left-hand column of the rubric and mark every professional practice that describes the performance of the career development coordinator for the period for which he or she is being evaluated. The rating for each element is the highest rating for which all professional practices are marked and all professional below that level are marked. The career development coordinator would be rated as "Proficient" on element a. of Standard 1. Even though at least one professional practice under each rating level was marked, "Proficient" is the highest rating for which all professional practices were marked and all professional practices below that rating were marked.

If the rater arrives at the "Not Demonstrated" column without marking any professional practices as being observable during formal and informal observations conducted throughout the year, the career development coordinator is rated "Not Demonstrated" on that element and the evaluator is required to comment on the status of the career development coordinator's performance with respect to this element.

Example of How to Score the Rubric

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.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
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.				
✓ Collaborates with school staff to create a positive learning community. ✓ Identifies data that aligns the school career and technical education program with the school improvement plan. ✓ Chooses professional development activities that foster their own professional growth.	**… and** ✓ Analyzes data from multiple sources to determine the impact of the career and technical education program on students and the school. ✓ Creates data driven goals and strategies that align with the school improvement plan. ✓ Provides input in the selection of professional development for school staff. ✓ Participates in decision making critical to the success of students.	**… and** ☐ Reviews and recommends modifications to the career and technical education program. ☐ Shares student and program outcome data with stakeholders. ✓ Mentors and supports colleagues on issues related to student achievement. ☐ Provides professional development within the school that addresses student needs.	**… and** ☐ Leads the development of revisions to the career and technical education program. ☐ 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)**
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.				
✓ Contributes to positive working conditions. ✓ Collaborates with colleagues to improve the profession.	**… and** ✓ Supports individual school staff members on the application of best career and technical education practices.	**… and** Strives to improve and enhance the profession within the school by: ☐ Sharing best practices with colleagues. ☐ Staying current on evidence-based literature on career and technical education, career development, and workforce development.	**… and** Enhances the profession at the district, regional, state and/or national level by: ✓ Conducting presentations ☐ Serving on boards, committees, or task forces.	
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.				
✓ Participates in the implementation of initiatives to improve educational outcomes for students.	**… and** Advocates for: ✓ Adequate time for the career development programs. ✓ Equitable student-centered practices that positively impact career and technical education. ✓ Promotes awareness of and responsiveness to learning styles, cultural diversity, and individual learning needs.	**… and** ☐ Collects, analyzes, and communicates at the school level data that demonstrate the program's impact on students' education and development. ✓ Participates in district initiatives that address diverse learning needs and improve education.	**… and** ✓ Communicates at the district, regional, state, and/or national level data that demonstrate the program's impact on students' education and development. ☐ 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.	

Standard I: Career development coordinators demonstrate leadership, advocacy, and collaboration.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
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.				
Understands the: ✓ Code of Ethics for NC Educators. ✓ Standards for Professional Conduct. ✓ Code of Ethics for the Association for Career and Technical Education. ✓ Code of Ethics for the National Career Development Association. ✓ Laws, policies, and procedures applicable to the career development coordinator position.	**… and** Demonstrates and upholds the: ✓ Code of Ethics for NC Educators. ✓ Standards for Professional Conduct. ✓ Code of Ethics for the Association for Career and Technical Education. ✓ Code of Ethics for the National Career Development Association. ✓ Laws, policies, and procedures applicable to the career development coordinator position.	**… and** Supports colleagues' understanding of: ✓ Code of Ethics for NC Educators. ✓ Standards for Professional Conduct. ☐ Code of Ethics for the Association for Career and Technical Education. ☐ Code of Ethics for the National Career Development Association. ✓ Laws, policies, and procedures applicable to the career development coordinator position.	**… and** Promotes at the district, state, regional, and/or national level support for and understanding of: ✓ Code of Ethics for NC Educators. ✓ Standards for Professional Conduct. ☐ Code of Ethics for the Association for Career and Technical Education. ☐ Code of Ethics for the National Career Development Association. ✓ Laws, policies, and procedures applicable to the career development coordinator position.	

Example of Marking the Summary Rating Form

Summary Rating Form for Career Development Coordinators	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard I: Career development coordinators demonstrate leadership, advocacy, and collaboration.					
a. Demonstrate leadership in the school, district and community.			✓		
b. Enhance their professions.			✓		
c. Advocate for their programs and students.			✓		
d. Demonstrate high ethical standards.			✓		
Overall Rating for Standard I					
Standard II: Career development coordinators promote a respectful environment for a diverse population of students.					
a. Foster a school environment in which students have positive, nurturing relationships with caring adults.			✓		
b. Embrace diversity in the school community and in the world.				✓	
c. Treat students as individuals.			✓		
d. Adapt their services to accommodate diverse student populations.					
e. Work collaboratively with families and significant adults in the lives of students.					
Overall Rating for Standard II					
Standard III: Career development coordinators understand and facilitate the implementation of a comprehensive school career development program.					
a. Align their programs to support student success in the North Carolina Standard Couse of Study.				✓	
b. Understand how their professional knowledge and skills support and enhance student success.			✓		
c. Develop comprehensive career development programs relevant to students.			✓		
Overall Rating for Standard III					
Standard IV: Career development coordinators promote learning for all students.					
a. Know how students learn.				✓	
b. Help students develop employability skills.			✓		
c. Use and promote effective listening and communication skills.			✓		
Overall Rating for Standard IV					
Standard V: Career development coordinators actively reflect on their practice.					
a. Analyze the impact of the career development program.					✓
b. Link professional growth to the needs of their school and their program goals.					✓
c. Function effectively in a complex dynamic environment.					
Overall Rating for Standard V					

Glossary

For purposes of this evaluation process, the following terms are defined below:

Artifact – A product resulting from a career development coordinator's work. Artifacts are natural by-products of a career development coordinator's work and are not created for the purpose of satisfying evaluation requirements. Artifacts are used only when the evaluator and career development coordinator disagree on the final rating. Career development coordinators may use them as exemplars of their work. Examples of artifacts include these:

a. *Daily Plans* – Career development coordinator's daily plans that demonstrate integration of 21st century skills and coverage of North Carolina's Standard Course of Study.

b. *Professional Development* – Staff development, based on research, data, practice and reflection that focuses on deepening knowledge and pedagogical skills in a collegial and collaborative environment.

c. *Student Achievement Data* – Student achievement/testing data available from the North Carolina School Report Card (see www.ncschoolreportcard.org).

d. *Student Dropout Data* – Data about grade 9-12 students who drop out of high school (see www.ncpublicschools.org/research/dropouts/reports).

e. *School Improvement Plan* – A plan that includes strategies for improving student performance, how and when improvements will be implemented, use of state funds, requests for waivers, etc. Plans are in effect for no more than three years. Career development coordinators should be able to demonstrate their participation in the development of the plan and/or their active support of the plan.

f. *School Improvement Team* – A team made up of the school executive and representatives of administration, instructional personnel, instructional support personnel, career development coordinators, and parents of children enrolled in the school. The team's purpose is to develop a school improvement plan to strengthen student performance.

Code of Ethics for North Carolina Educators – The standards of professional conduct required of educators. See Appendix B.

Code of Professional Practice and Conduct for North Carolina Educators – The uniform standards of professional conduct for licensed professional educators (see *www.ncptsc.org*). See Appendix B.

Data – Factual information used as the basis for reasoning, discussion, or planning.

Evaluator – The person responsible for overseeing and completing the career development coordinator evaluation process. This is usually the school principal, but it may be someone who is designated by the principal to assume these responsibilities.

Evidence – Documents which demonstrate or confirm the work of the person being evaluated and support the rating on a given element.

Formal Evaluation Process – The process of evaluating a career development coordinator using the following essential components:

a. *Training* – Before participating in the evaluation process, all career development coordinators, principals, and peer evaluators must complete training on the evaluation process.

b. *Orientation* – Within two weeks of a career development coordinator's first day of work in any school year, the principal will provide the career development coordinator with a copy of, or directions for, obtaining access to a copy of the following: a) Rubric for Evaluating North Carolina School career development c Coordinators, b) state board policy governing career development coordinator evaluations, and c) a schedule for completing all the components of the evaluation process. Copies may be provided by electronic means. While a formal meeting is not required, supervisors may choose to hold this orientation as a group meeting at the beginning of each school year and/or individually as staff are added throughout the year.

c. *Career development coordinator Self-Assessment* – Using the Rubric for Evaluating North Carolina Career development coordinators, the career development coordinator shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year. This will also be used during the post-observation conference.

d. *Pre-Observation Conference* – Before the first formal observation, the evaluator shall meet with the career development coordinator to discuss the their self-assessment based on the Rubric for Evaluating North Carolina Career development coordinators, the career development coordinator's most recent professional growth plan, and the career development activity(ies) to be observed. The career development coordinator will provide the evaluator with a written description of the career development activity(ies). The goal of this conference is to prepare the evaluator for the observation. Pre-Observation conferences are not required for subsequent observations.

e. *Observations*:
   i. *Formal Observation* – A formal observation shall last 45 minutes or an entire career development activity.
   ii. *Informal Observation* – An informal observation may take place as an evaluator visits classrooms, helps a student, or "drops in" on the career development coordinator's activity(ies).

f. *Post-Observation Conference* – During the post-observation conference, the evaluator and career development coordinator shall discuss and document on the Rubric the strengths and weaknesses of the career development coordinator's performance during the observed career development activity(ies).

g. *Summary Evaluation Conference and Summary Rating Form* – The conference between the evaluator and career development coordinator to discuss the career development coordinator's self-assessment, the career development coordinator's most recent Professional Development Plan, the components of the North Carolina Career Development Coordinator Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the career development coordinator's performance on the Rubric. At the conclusion of the process, the evaluator shall complete the Career Development Coordinator Summary Rating Form.

h. *Professional Growth Plans* – Every career development coordinator will use a Professional Growth Plan to identify goals and strategies to improve performance.

Performance Rating Scale – The following rating scale will be used for determining the final evaluation rating for North Carolina career development coordinators:

a. **Developing**: Career development coordinator demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.

b. **Proficient**: Career development coordinator demonstrated basic competence on standard(s) of performance.

c. **Accomplished**: Career development coordinator exceeded basic competence on standard(s) of performance most of the time.

d. **Distinguished**: Career development coordinator consistently and significantly exceeded basic competence on standard(s) of performance.

e. **Not Demonstrated**: Career development coordinator did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the "Not Demonstrated" rating is used, the evaluator must comment about why it was used.)

Rubric for Evaluating North Carolina Career Development Coordinators – A composite matrix of the following standards, elements, and descriptors of the North Carolina Professional Career Development Coordinator Standards:

a. *Performance Standards* – The distinct aspects of career development or realm of activities which form the basis for the evaluation of a career development coordinator.

b. *Performance Elements* – The subcategories of performance embedded within the performance standards.

c. *Performance Descriptors* – The specific performance responsibilities embedded within the components of each performance standards.

d. *Artifacts* are the evidence of standard practices the career development coordinator might share with the evaluator to illustrate activities undertaken to meet the standards. needs hanging indent

School Executives – Principals and assistant principals licensed to work in North Carolina.

Self-assessment – Conducted without input from others, personal reflection about one's professional practice to identify strengths and areas for improvement. Purposes of the self-assessment are to clarify performance expectations, guide discussions about goal-setting and professional development and program needs, and provide input to the final ratings.

Career development coordinator – A person who holds a valid North Carolina Career Development Coordinator certificate and is employed to provide career development coordination services in North Carolina's public schools.

Training – State-approved and sponsored training on the career development coordinator rubric and evaluation process required of all career development coordinators and individuals responsible for their evaluation.

Twenty-first Century content – Global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; and health and wellness awareness.

Twenty-first Century life skills – Career development coordinators incorporate twenty-first century life skills deliberately, strategically, and broadly into their services. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, interpersonal skills, self-direction, and social responsibility.

Appendices

A. Codes of Ethics

   Code of Ethics for North Carolina Educators
   Code of Professional Practice and Conduct for North Carolina Educators

Note: In addition to the North Carolina ethics and professional conduct documents included here, users are encouraged to refer to the National Career Development Association Code of Ethics located at http://www.ncda.org/aws/NCDA/asset_manager/get_file/3395.

B. Forms

   Rubric for Evaluating North Carolina's Career Development Coordinator
   Career Development Coordinator Summary Rating Form
   Career Development Coordinator Summary Rating Sheet
   Professional Development Plan
   Record of Career Development Coordinator Evaluation Activities

Appendix A

Code of Ethics for North Carolina Educators
Code of Professional Practice and Conduct for North Carolina Educators

Code of Ethics for North Carolina Educators

Adopted by the State Board of Education June 5, 1997

Preamble

The purpose of this Code of Ethics is to define standards of professional conduct. The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity. To uphold these commitments, the educator:

I. Commitment to the Student

    A. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.

    B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.

    C. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.

    D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.

    E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.

    F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

II. Commitment to the School and School System

    A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.

    B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.

    C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.

    D. Participates actively in professional decision-making process and supports the expression of professional opinions and judgments by colleagues in decision-making processes or due process proceedings.

    E. When acting in an administrative capacity:

        1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.

        2. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.

        3. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.

        4. Recommends persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.

III. Commitment to the Profession
    A. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.
    B. Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.
    C. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.

Code of Professional Practice and Conduct for North Carolina Educators

The North Carolina State Board of Education (SBE) has adopted rules to establish uniform standards of professional conduct for licensed professional educators throughout the state. These rules have been incorporated into Title 16 of the North Carolina Administrative Code and have the effect of law. These rules shall be the basis for State Board of Education review of performance of professional educators and are binding on every person licensed by the State Board of Education. Violation of the standards shall subject an educator to investigation and possible disciplinary action by the State Board of Education or local school district.

SECTION .0600 - Code of Professional Practice and Conduct for North Carolina Educators

16 NCAC 6C.0601 - The Purpose and Applicability of the Rules of Professional Conduct for Educators

The purpose of these rules is to establish and uphold uniform standards of professional conduct for licensed professional educators throughout the State. These rules shall be binding on every person licensed by the SBE, hereinafter referred to as "educator" or "professional educator," and the possible consequences of any willful breach shall include license suspension or revocation. The prohibition of certain conduct in these rules shall not be interpreted as approval of conduct not specifically cited.
History Note: Authority G.S. 115C-295.3;
Eff. April 1, 1998.

16 NCAC 6C.0602 - The Standards of Professional Conduct for NC Educators
The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.

Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.

    1. Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.
    2. Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.
    3. Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:
        a. Statement of professional qualifications;
        b. Application or recommendation for professional employment, promotion, or licensure;

    c.   Application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;

    d.   Representation of completion of college or staff development credit;

    e.   Evaluation or grading of students or personnel;

    f.   Submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;

    g.   Submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and

    h.   Submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school-related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.

4. Proper remunerative conduct. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.

5. Conduct with students. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:

    a.   Any use of language that is considered profane, vulgar, or demeaning;

    b.   Any sexual act;

    c.   Any solicitation of a sexual act, whether written, verbal, or physical;

    d.   Any act of child abuse, as defined by law;

    e.   Any act of sexual harassment, as defined by law; and

    f.   Any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.

6. Confidential information. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.

7. Rights of others. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.

8. Required reports. The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.

9. Alcohol or controlled substance abuse. The educator shall not:

    a.   Be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat./90-95, the Controlled Substances Act, without a prescription authorizing such use;

    b.   Be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or

    c. Furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.

    d. Compliance with criminal laws. The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.

10. Public funds and property. The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

11. Scope of professional practice. The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.

12. Conduct related to ethical violations. The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system including but not limited to these Rules.

History Note: Authority G.S. 115C-295.3;
Eff. May 1, 1998.

Appendix B - Forms

Rubric for Evaluating North Carolina's Career Development Coordinator
Career Development Coordinator Summary Rating Form
Career Development Coordinator Summary Rating Sheet
Professional Development Plan
Record of Career Development Coordinator Evaluation Activities

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.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
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.				
☐ Collaborates with school staff to create a positive learning community. ☐ Identifies data that aligns the school career and technical education program with the school improvement plan. ☐ Chooses professional development activities that foster their own professional growth.	**… and** ☐ Analyzes data from multiple sources to determine the impact of the career and technical education program on students and the school. ☐ Creates data driven goals and strategies that align with the school improvement plan. ☐ Provides input in the selection of professional development for school staff. ☐ Participates in decision making critical to the success of students.	**… and** ☐ Reviews and recommends modifications to the career and technical education program. ☐ Shares student and program outcome data with stakeholders. ☐ Mentors and supports colleagues on issues related to student achievement. ☐ Provides professional development within the school that addresses student needs.	**… and** ☐ Leads the development of revisions to the career and technical education program. ☐ 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)
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.				
☐ Contributes to positive working conditions. ☐ Collaborates with colleagues to improve the profession.	**… and** ☐ Supports individual school staff members on the application of best career and technical education practices.	**… and** Strives to improve and enhance at the profession within the school by: ☐ Sharing best practices with colleagues. ☐ Staying current on evidence-based literature on career and technical education, career development, and workforce development.	**… and** Enhances the profession at the district, regional, state and/or national level by: ☐ Conducting presentations ☐ Serving on boards, committees, or task forces.	
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.				
☐ Participates in the implementation of initiatives to improve educational outcomes for students.	**… and** Advocates for: ☐ Adequate time for the career development programs. ☐ Equitable student-centered practices that positively impact career and technical education. ☐ Promotes awareness of and responsiveness to learning styles, cultural diversity, and individual learning needs.	**… and** ☐ Collects, analyzes, and communicates at the school level data that demonstrate the program's impact on students' education and development. ☐ Participates in district initiatives that address diverse learning needs and improve education.	**… and** ☐ Communicates at the district, regional, state, and/or national level data that demonstrate the program's impact on students' education and development. ☐ 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.	

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

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
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.				
Understands the: ☐ Code of Ethics for NC Educators. ☐ Standards for Professional Conduct. ☐ Code of Ethics for the Association for Career and Technical Education. ☐ Code of Ethics for the National Career Development Association. ☐ Laws, policies, and procedures applicable to the career development coordinator position.	**… and** Demonstrates and upholds the: ☐ Code of Ethics for NC Educators. ☐ Standards for Professional Conduct. ☐ Code of Ethics for the Association for Career and Technical Education. ☐ Code of Ethics for the National Career Development Association. ☐ Laws, policies, and procedures applicable to the career development coordinator position.	**… and** Supports colleagues' understanding of: ☐ Code of Ethics for NC Educators. ☐ Standards for Professional Conduct. ☐ Code of Ethics for the Association for Career and Technical Education. ☐ Code of Ethics for the National Career Development Association. ☐ Laws, policies, and procedures applicable to the career development coordinator position.	**… and** Promotes at the district, state, regional, and/or national level support for and understanding of: ☐ Code of Ethics for NC Educators. ☐ Standards for Professional Conduct. ☐ Code of Ethics for the Association for Career and Technical Education. ☐ Code of Ethics for the National Career Development Association. ☐ 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
☐
☐
☐

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

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)
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.				
☐ Encourages an environment that is inviting, respectful, supportive, inclusive and flexible.	**… and** ☐ Creates an environment that is inviting, respectful, supportive, inclusive, and flexible. ☐ Models behaviors that lead to positive and nurturing relationships.	**… and** ☐ Teaches positive behaviors that lead to positive and nurturing relationships.	**… and** ☐ Disseminates information to help stakeholders develop positive and nurturing relationships with colleagues and with students.	
Element b. Career development coordinators embrace diversity in the school community. They collaborate with teachers to ensure that the presentation of the *North Carolina Standard Course of Study* is relevant to a diverse student population.				
☐ Recognizes the influences of culture, demographics and socio-economic status on a student's development and engagement. ☐ Articulates knowledge of diverse cultures.	**… and** ☐ Collaborates with teachers to include relevant career development information in classroom instruction. ☐ Selects and/or develops materials and activities that counteract stereotypes and incorporate contributions of diverse cultures.	**… and** ☐ Incorporates different points of view in the career and technical education program and services to students. ☐ Delivers programs and activities based on student needs, including individual and group differences.	**… and** ☐ Provides professional development on strategies to address individual and group differences in curricula.	

Standard II: Career development coordinators promote a respectful environment for a diverse population of students.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
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.				
☐ Understand the need for students to set academic, personal/social and career goals. ☐ Values the differences and contributions of each student.	**… and** Maintains and communicates high expectations for all students including: ☐ Academic rigor. ☐ Achievement of *NC Standard Course of Study*. ☐ Progress toward high school graduation. ☐ College and career readiness.	**… and** ☐ Collaborates with other stakeholders to assist students in achieving academic, personal/social and career goals.	**… and** ☐ Initiates networks of support to help students graduate career and college ready.	
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.				
☐ Identifies and prioritizes student needs based on data, referrals, observations, and other sources of information.	**… and** ☐ Provides appropriate services to meet individual student, small group, and classroom needs.	**… and** ☐ Collaborates with others to create a customized plan of action that guides follow-up services to meet students' varied needs.	**… and** ☐ Adapts services based on the academic, personal/social, and career needs of students. ☐ Adapts services to address the customized plan of action.	

Standard II: Career development coordinators promote a respectful environment for a diverse population of students.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)

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.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
☐ Communicates effectively with all stakeholder groups regardless of barriers.	**… and** ☐ Promotes and builds trust, understanding, and partnerships with stakeholder groups. ☐ Encourages student and family involvement. ☐ Maintains appropriate resources to improve relationships among home, school, and community.	**… and** ☐ Develops and utilizes community partnerships and resources. ☐ Seeks solutions to overcome barriers that stand in the way of effective family and community involvement.	**… and** ☐ Promotes and builds trust, understanding and partnerships among district, state, and/or national stakeholder groups.	

Examples of Artifacts that may be used to support ratings:

☐ Career and College Promise

☐ Customized plan of action

☐ Work-based learning

☐ Advisory committee work

☐ Professional learning community activities

☐ Workshops for stakeholders

☐ Career Cruising

☐ Records of parent involvement and communication activities

☐ College Foundation of North Carolina

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

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.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
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).				
☐ Aligns evidence-based career and technical education programs with the *North Carolina Standard Course of Study*.	… and ☐ Implements an evidence-based career and technical education program aligned with the *North Carolina Standard Course of Study*. ☐ Develops strategies to assist students in making connections between their personal interests and needs and the curriculum.	… and ☐ Assists school staff in helping students make connections between their personal interests and needs and the curriculum.	… and ☐ Leads professional development in strategies to help students in making connections between their personal interests and needs and the curriculum. ☐ 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)**
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.				
☐ 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.	**… and** ☐ Applies theories and research about human development and student learning in career and technical education programs and services designed to enhance student success.	**… and** ☐ Collaborates in the development of innovative approaches based on evidence-based research theories about human development, student learning, and student success.	**… and** ☐ Leads professional development on connections between theories and research about human development and student success. ☐ Communicates beyond the school level innovative practices that show promise of improving student success.	
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.				
… and ☐ Establishes connections between the career and technical education program and other content areas/disciplines.	**… and** ☐ Collaborates with school staff to help them understand how the career and technical education program is related to their content areas/disciplines. ☐ Employs appropriate and available technology to enhance service delivery.	**… and** ☐ Provides assistance to school staff as they integrate the career and technical education program into their content areas/disciplines.	**… and** ☐ Shares outcome results of the integration of the career and technical education program and other content areas/disciplines.	

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

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
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.				
… and Accesses data regarding the effectiveness of the career development program. Develops a plan for a comprehensive career development program: ☐ Based on data to meet student needs, skills, and interests. ☐ Relevant to students. ☐ That incorporates 21st Century skills and content into the career development program.	… and Implements a comprehensive career development program: ☐ Based on data to meet student needs, skills, and interests. ☐ Relevant to students. ☐ Which incorporates 21st Century skills and content into the career development program.	… and Monitors the comprehensive career development program: ☐ Based on data to meet student needs, skills, and interests ☐ Relevant to students. ☐ That incorporates 21st Century skills and content.	… and Adapts the comprehensive career development program: ☐ Based on data to meet student needs, skills, and interests ☐ Relevant to students. ☐ That incorporates 21st Century skills and content. ☐ Shares strategies that show promise for ensuring postsecondary student success.	

Examples of Artifacts that may be used to support ratings:

☐ Concentrator data
☐ College acceptances
☐ Graduation/dropout rates
☐ School profile
☐ Work Keys results
☐ Certifications and credentials
☐ Work-based learning
☐ Customized plans of action
☐ Lesson plans
☐ Newsletters and other communications and publications
☐ Graduation requirements
☐ Professional development workshops
☐ Local, regional, state, and/or national economic development information sharing
☐ Career and technical student organizations
☐ National Technical Honor Society Rosters
☐
☐
☐
☐

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

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)
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.				
☐ Understands the influences that affect individual student learning,	**… and** ☐ Addresses the achievement gap by assessing student strengths and needs.	**… and** ☐ Provides resources to staff to enhance student strengths and address student needs.	**… and** ☐ Reduces barriers to student learning.	
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.				
☐ Helps students investigate and understand the importance of global employability skills.	**… and** ☐ Models effective global employability skills. Assists students in: ☐ Identifying global employability skills as they are modeled throughout their instructional program. ☐ Using global employability skills throughout as necessary and appropriate.	**… and** ☐ Addresses barriers to the development of global employability skills on the part of students.	**… and** ☐ Shares outcome and results data indicating students' acquisition of global employability skills.	

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)

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.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
	… and	**… and**	**… and**	
☐ Listens responsively to students, colleagues, parents/guardians, and other stakeholders in order to identify issues and barriers that impede student success.	☐ Uses a variety of methods to assist students in developing effective communication skills. ☐ Models effective communication skills.	☐ Assists students in determining the most appropriate communication strategies to use in a variety of situations. ☐ Promotes the development of effective communication skills throughout the school community.	☐ Shares effective communication techniques at the district, state, and/or national level.	

Examples of Artifacts that may be used to support ratings:

☐ Individual student plans

☐ Moodle contributions

☐ Committee and taskforce participations

☐ Career and technical student organizations

☐ Summer conference presentations and contributions to planning (online program)

☐ District, regional and state conference planning activities and committees

☐ Advisory boards

☐ Learning styles inventories

☐ Employability skills assessments

☐ American College Testing PLAN and EXPLORE

☐ Armed Services Vocational Aptitude Battery

☐ Career readiness assessments

☐ College readiness assessments

☐ Concentrator data

☐

☐

☐

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

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)
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.				
☐ Seeks feedback from stakeholder groups on the effectiveness of service delivery and needed changes.	**… and** ☐ Determines the effectiveness of service delivery based on data. ☐ Develops and implements a written plan of data driven goals and strategies for effective delivery of the career development program.	**… and** ☐ Uses results to improve and enhance the career development program.	**… and** ☐ Collaborates with stakeholder groups to design necessary program changes.	
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.				
☐ Participates in high quality professional development specific to career development and career and technical education. ☐ Aligns professional growth activities with the National Career Development Association and American Career and Technical Education Association.	**… and** Participates in high quality professional development that: ☐ Is based on needs identified by school data. ☐ Reflects 21st Century skills and knowledge. ☐ Addresses individual professional growth goals. ☐ Aligns with State Board of Education priorities and school and district goals.	**… and** ☐ Applies new knowledge and skills gained through professional development activities.	**… and** ☐ Develops focused and rigorous professional development activities. ☐ Leads focused and rigorous professional development at the district, state, and/or national level.	

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)

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.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
	… and	**… and**	**… and**	
☐ Actively investigates and considers new ideas that improve the career development program and the profession. ☐ Actively reflects on practice through written journals, professional learning communities, discussions with colleagues and mentors and/or other similar activities.	☐ Actively investigates new ideas that improve the profession. ☐ Collaborates with students, staff, parents, and other stakeholders to implement improvements to the career development program.	☐ Adapts professional practice based on current evidence-based research findings and other data to meet stakeholder needs. ☐ Monitors the impact of adaptations to professional practice on the career development program.	☐ Shares results of monitoring activities. ☐ Leverages resources to address identified needs.	

Examples of Artifacts that may be used to support ratings:

☐ Budget
☐ Monitoring reports and/or surveys
☐ Professional development
☐ Self-assessment
☐ Needs assessment
☐ Stakeholder evaluations
☐ Journal
☐ Work plan
☐ District strategic plan
☐
☐
☐
☐
☐

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

Comments of Person Being Evaluated (Optional):

Rubric Signature Page

_____   _____
Career Development Coordinator Signature   Date

_____   _____
Principal/Evaluator Signature   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 principal or 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.

Career Development Coordinator Summary Rating Form (Required)

This form is to be jointly reviewed by the evaluator or designee during the Summary Evaluation Conference conducted at the end of the year. Principals are required to complete this form for initially licensed career development coordinators. The principal's designee may complete it for probationary career development coordinators who are not initially licensed and for career development coordinators.

Name:_____

School: _____ School Year:_____

Evaluator: _____District:_____

Date Completed:_____ Evaluator's Title:_____

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

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Element a. Career development coordinators demonstrate leadership in the school, district and community.	☐	☐	☐	☐	☐
Element b. Career development coordinators enhance their profession.	☐	☐	☐	☐	☐
Element c. Career development coordinators advocate for their programs and students.	☐	☐	☐	☐	☐
Element d. Career development coordinators demonstrate high ethical standards.	☐	☐	☐	☐	☐
Overall Rating for Standard I	☐	☐	☐	☐	☐

Comments (Required for "Not Demonstrated" ratings, recommended for all ratings):	**Evidence or documentation to support rating:**
	☐ School Improvement Plan meeting agendas, minutes and sign-in sheets
	☐ Professional Learning Community records
	☐ Career and Technical Education Department meetings
	☐ 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
Recommended actions for improvement:	☐ 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
	☐
	☐
Resources needed to complete these actions:	☐
	☐
	☐
	☐

Standard II: Career development coordinators promote a respectful environment for a diverse population of students.

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Element a. Career development coordinators foster a school environment in which students have a positive, nurturing relationship with caring adults.	☐	☐	☐	☐	☐
Element b. Career development coordinators embrace diversity in the school community and in the world.	☐	☐	☐	☐	☐
Element c. Career development coordinators treat students as individuals.	☐	☐	☐	☐	☐
Element d. Career development coordinators adapt their services to accommodate diverse student populations.	☐	☐	☐	☐	☐
Element e. Career development coordinators work collaboratively with families and significant adults in the lives of students.	☐	☐	☐	☐	☐
Overall Rating for Standard II	☐	☐	☐	☐	☐

Comments (Required for "Not Demonstrated" ratings, recommended for all ratings):	**Evidence or documentation to support rating:**
	☐ Career and College Promise
	☐ Customized plan of action
	☐ Work-based learning
	☐ Advisory committee work
	☐ Professional learning community activities
	☐ Workshops for stakeholders
	☐
Recommended actions for improvement:	☐
	☐
	☐
	☐
	☐
	☐
Resources needed to complete these actions:	

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

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Element a. Career development coordinators align their programs to support student success in the North Carolina Standard Course of Study.	☐	☐	☐	☐	☐
Element b. Career development coordinators understand how their professional knowledge and skills support and enhance student success.	☐	☐	☐	☐	☐
Element c. Career development coordinators recognize the interconnectedness of the comprehensive education program with academic content areas/disciplines.	☐	☐	☐	☐	☐
Element d. Career development coordinators develop comprehensive career development programs that are relevant to students.	☐	☐	☐	☐	☐
Overall Rating for Standard III	☐	☐	☐	☐	☐

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

Recommended actions for improvement:

Resources needed to complete these actions:

Evidence or documentation to support rating:

☐ Concentrator surveys
☐ College acceptances
☐ Graduation/dropout rates
☐ School profile
☐ Work Keys results
☐ Certifications and credentials
☐ Apprenticeships
☐ Customized plans of action
☐ Lesson plans
☐ Newsletters and other communications and publications
☐
☐
☐
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Standard IV: Career development coordinators promote learning for all students.

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Element a. Career development coordinators know how students learn.	☐	☐	☐	☐	☐
Element b. Career development coordinators help students develop employability skills	☐	☐	☐	☐	☐
Element c. Career development coordinators use and promote effective listening and communication skills.	☐	☐	☐	☐	☐
Overall Rating for Standard IV	☐	☐	☐	☐	☐

Comments (Required for "Not Demonstrated" ratings, recommended for all ratings):	**Evidence or documentation to support rating:**
	☐ Individual student plans
	☐ Moodle contributions
	☐ Committee and taskforce participation
	☐ Career and technical student organizations
	☐ Summer conference presentations and contributions to planning (online program)
	☐ District, regional and state conference planning activities and committees
	☐ Advisory boards
	☐ Learning styles inventories
Recommended actions for improvement:	☐ Employability skills assessments (Work Keys)
	☐ American College Testing PLAN and EXPLORE
	☐ Armed Services Vocational Aptitude Battery
	☐
	☐
	☐
	☐
	☐
Resources needed to complete these actions:	☐
	☐
	☐

Standard V: Career development coordinators actively reflect on their practice.

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Element a. Career development coordinators analyze the impact of the career development program.	☐	☐	☐	☐	☐
Element b. Career development coordinators link professional growth to the needs of their school and their program goals.	☐	☐	☐	☐	☐
Element c. Career development coordinators function effectively in a complex dynamic environment.	☐	☐	☐	☐	☐
Overall Rating for Standard V	☐	☐	☐	☐	☐

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

Recommended actions for improvement:

Resources needed to complete these actions:

Evidence or documentation to support rating:

☐ Budget
☐ Monitoring reports and/or surveys
☐ Professional development
☐ Self-assessment
☐ Needs assessment
☐ Stakeholder evaluations
☐ Journal
☐ Work plan
☐ District strategic plan
☐
☐
☐
☐
☐
☐
☐

_____   _____
Career Development Coordinator Signature   Date

_____   _____
Principal/Evaluator Signature   Date

Comments Attached: _____ YES _____NO

_____   _____
Principal/Evaluator Signature   Date
(Signature indicates questions above regarding comments has been addressed)

Note: The career development coordinator's signature on this form neither represents 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 principal or 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.

Summary Rating Sheet (Optional)

This form summarized ratings from the rubric or observation form and requires the rater to provide a description of areas needing improvement and comments about performance. It should be completed as part of the Summary Evaluation discussions conducted near the end of the year. It should be used to summarize self-assessment and evaluator ratings.

Name:_____ Date: _____

School: _____ District: _____

Evaluator: _____ Title: _____

Standard I: Career development coordinators demonstrate leadership, advocacy and collaboration.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Element a. Career development coordinators demonstrate leadership in the school, district and community.	☐	☐	☐	☐	☐
Element b. Career development coordinators enhance their profession.	☐	☐	☐	☐	☐
Element c. Career development coordinators advocate for their programs and students.	☐	☐	☐	☐	☐
Element d. Career development coordinators demonstrate high ethical standards.	☐	☐	☐	☐	☐
Overall Rating for Standard I	☐	☐	☐	☐	☐
Standard II: Career development coordinators promote a respectful environment for diverse populations.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Element a. Career development coordinators foster a school environment in which students have a positive, nurturing relationship with caring adults.	☐	☐	☐	☐	☐
Element b. Career development coordinators embrace diversity in the school community and in the world.	☐	☐	☐	☐	☐
Element c. Career development coordinators treat students as individuals.	☐	☐	☐	☐	☐
Element d. Career development coordinators adapt their services to accommodate diverse student populations.	☐	☐	☐	☐	☐
Element e. Career development coordinators work collaboratively with families and significant adults in the lives of students.	☐	☐	☐	☐	☐
Overall Rating for Standard II	☐	☐	☐	☐	☐

Standard III: Career development coordinators understand and facilitate the implementation of a comprehensive career development program.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Element a. Career development coordinators align their programs to support student success in the North Carolina Standard Course of Study.	☐	☐	☐	☐	☐
Element b. Career development coordinators understand how their professional knowledge and skills support and enhance student success.	☐	☐	☐	☐	☐
Element c. Career development coordinators recognize the interconnectedness of the comprehensive education program with academic content areas/disciplines.	☐	☐	☐	☐	☐
Element d. Career development coordinators develop comprehensive career development programs that are relevant to students.	☐	☐	☐	☐	☐
Overall Rating for Standard III	☐	☐	☐	☐	☐

Standard IV: Career development coordinators promote learning for all students.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Element a. Career development coordinators know how students learn.	☐	☐	☐	☐	☐
Element b. Career development coordinators help students develop employability skills.	☐	☐	☐	☐	☐
Element c. Career development coordinators use and promote effective listening and communication skills.	☐	☐	☐	☐	☐
Overall Rating for Standard IV	☐	☐	☐	☐	☐

Standard V: Career development coordinators actively reflect on their practice.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Element a. Career development coordinators analyze the impact of the career development program.	☐	☐	☐	☐	☐
Element b. Career development coordinators link professional growth to the needs of their school and their program goals.	☐	☐	☐	☐	☐
Element c. Career development coordinators function effectively in a complex dynamic environment.	☐	☐	☐	☐	☐
Overall Rating for Standard V	☐	☐	☐	☐	☐

Professional Development Plan (Required)

School Year:_____

Name: _____ Position:_____

School:_____

NC Professional Career Development Coordinator Standards

I. Demonstrates leadership, advocacy, and collaboration. II. Promotes a respectful environment for diverse populations of students. III. Understands and facilitates the implementation of a comprehensive career development program IV. Promotes learning for all students. V. Actively reflects on his/her practice.	Standards to be addressed: Elements to be addressed:

Career Development Coordinator's Strategies

Goals for Elements	Activities/Actions	Expected Outcomes and Evidence of Completion	Resources Needed	Timeline
Goal 1: Goal 2:				

Plan: ☐ Individual ☐ Monitored ☐ Directed

Career Development Coordinator's Signature:_____ Date:_____

Administrator's Signature: _____ Date:_____

Professional Development Plan – Mid-Year Review

To be completed by (date) _____

Career Development Coordinator _____   Academic Year:_____

Evidence of Progress Toward Specific Standards of Elements to be Addressed/Enhanced

Narrative

Career Development Coordinator's Comments:	Administrator's Comments:
Career Development Coordinator's Signature:	**Administrator's Signature:**
Date:	**Date:**

Professional Development Plan – End-of-Year Review

To be completed by (date) _____

Career Development Coordinator_____ Academic Year:_____

Evidence of Progress Toward Specific Standards or Elements to be Addressed/Enhanced

Goal 1 was successfully completed.	☐	Yes	☐	No	
Goal 2 was successfully completed.	☐	Yes	☐	No	

Narrative

Career Development Coordinator's Comments:	Administrator's Comments:
Career Development Coordinator's Signature:	**Administrator's Signature:**
Date:	**Date:**

Record of Career Development Coordinator's Evaluation Activities

Name: _____ ID# _____

School: _____ SchoolYear:_____

Position/Assignment: _____

Evaluator: _____ Title: _____

Career Development Coordinator's Background: (Briefly describe the career development coordinator's educational background, years of experience, assignment, and any other factors that may impact the evaluation)

The North Carolina Career Development Coordinator Evaluation Process is based, in part, on informal and formal observations and conferences conducted on the following dates:

Activity	Date	Career Development Coordinator's Signature	Evaluator Signature
Probationary			
Orientation			
Pre-Observation Conference			
Formal Observation #1			
Post-Observation Conference #1			
Formal Observation #2			
Post-Observation Conference #2			
Formal Observation #3			
Post-Observation Conference #3			
Summary Evaluation Conference			
Professional Growth Plan Completed			
Career			
Orientation			
Pre-Observation Conference			
Formal Observation			
Post-Observation Conference			
Informal Observation #1			
Informal Observation #2			
Summary Evaluation Conference			
Professional Growth Plan Completed			

Research&
Evaluation
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