



EVALUATE
DAVIS

THE STANDARDS

for Career and Technical Education Coordinators

*LEARNING FIRST! The Davis educator is intensely
focused on learning for each student.*

PLAN: The effective Career and Technical Education Coordinator works with staff, school, and district administrators to create and evaluate CTE programs and activities to meet the needs of each student.

TRAIN & GUIDE: Effective CTE Coordinators facilitate implementation and promote development of college/career readiness programs for each student. The CTE Coordinator proactively acquires and disseminates related information and resources in a clear, concise, and professional manner, to support students, staff, and other stakeholders.

CHECK: The CTE Coordinator uses a variety of data to track student progress and implements follow-up procedures to make necessary adjustments to curriculum resources, equipment, and support programs. Specific, timely and ongoing information is made available to students and parents to promote personal development toward college/career readiness. The effective CTE Coordinator ensures staff participate in high quality professional learning opportunities.

ENVIRONMENT: The CTE Coordinator fosters an environment where educators and students are positive and respectful. Individual student support is provided through effective time management, organization and allocation of resources.

PROFESSIONALISM: Effective CTE Coordinators engage in self-reflection and professional learning for continuous growth and expertise in content and pedagogy. These educators cultivate productive and collaborative relationships with staff, students, parents, administrators, and community by contributing to and proactively engaging in problem-solving approaches to challenges and changes within the profession and with the larger community.



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THE INDICATORS

for Career and Technical Education Coordinators

PLAN

- P.1** Creates, implements, and promotes CTE vision and goals¹ in collaboration with stakeholders²
- P.2** Analyzes and uses ongoing data³ to evaluate CTE programs and activities to ensure they meet the individual needs of all students
- P.3** Uses data to plan for and facilitate CTE programmatic changes and acquisition of supplies and equipment
- P.4** Works with the school administration and CTE district supervisor to coordinate CTE programs and budgets

TRAIN & GUIDE

- T.1** Facilitates implementation of curriculum aligned with DESK standards
- T.2** Promotes personal development and college/career readiness for all students with their varying and diverse needs
- T.3** Proactively acquires and provides CTE related information and resources in multiple ways to support students, staff, and other stakeholders
- T.4** Disseminates and communicates information in a clear, concise and professional manner⁴
- T.5** Provides quality training on CTE programs, curriculum, policies, and procedures

CHECK

- C.1** Acquires information from students and stakeholders to ensure programs meet their needs.
- C.2** Implements follow-up procedures and uses feedback to make adjustments to CTE curriculum resources or programs
- C.3** Works with school counselors and staff to provide specific, timely, and relevant information to students and parents regarding CTE programs
- C.4** Checks to ensure CTE staff participate in quality training

ENVIRONMENT

- E.1** Fosters an environment where educators and students are positive and respectful
- E.2** Supports and is responsive to students⁵ as individuals
- E.3** Creates an environment of support through effective time management, organization, and equitable allocation of resources

PROFESSIONALISM

- PRO.1** Engages in self-reflection⁶ and professional learning for continuous growth and expertise⁷
- PRO.2** Collaborates⁸ and cultivates productive relationships with staff, students, parents, administrators, and community to improve learning
- PRO.3** Approaches challenges and changes positively in a problem-solving manner
- PRO.4** Makes professional contributions⁹ to school, district, and school community

***All employees must consistently adhere to school, district, and state policies and procedures*



DEFINITIONS

¹ CTE vision and goals should be aligned with school vision and goals as well as with district CTE goals.

² Stakeholders comprise a broad group, which includes students, parents, staff, school community, as well as business partners.

³ Data includes both quantitative and qualitative information gathered from a variety of sources. Effective CTE Coordinators make pragmatic adjustments based on the data gathered over time.

⁴ Communication with stakeholders is critical to student success and all communication should be done in a manner akin to that of the business community. Professional communication means not only well-spoken and articulate, but also that materials such as flyers and handouts are error free, effectively designed, and use standard English language conventions.

⁵ Effective CTE Coordinators support students. The coordinator is visible and interacts with students throughout the school to create productive relationships between educator and students. CTE Coordinators are aware of diverse needs of students and respond to individual differences in order to provide effective instruction for each student.

⁶ Self-reflection is the process of thinking about what one is doing or what one has just finished doing. Effective educators reflect on their practice, taking time to study their own behavior and efforts and how that affects their own work and the work of others. The term self-reflection does not mean reflecting on one's feelings; instead, it is a critical self-assessment of one's effectiveness as a Career and Technical Education Coordinator.

⁷ The CTE Coordinator must have considerable expertise in coordinating and developing partnerships, market-driven and industry based CIE programs including curriculum, content, budgets, and facility modernization

⁸ A collaborative culture is developed when there is an atmosphere of shared responsibility for teaching and learning among faculty, staff and administrators.

⁹ Maintaining the well-being of students and the school community require professional contributions, such as serving on school/district/state committees, supervising students involved in before or after school programs, supervising students during extracurricular activities, facilitating collaborative peer groups, or other services needed to foster an inclusive environment of caring and learning.