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| CTE Coordinator: | CTE Director: | Principal: | School: | Date: |

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| CTE DIRECTOR/PRINCIPAL INTERVIEW RATINGS  *CTE Coordinator* | | No | Somewhat | Yes, effectively | Extraordinary | COMMENTS |
| PLAN | | | | | | |
| 1. **How did the CTE Coordinator participate in the creation of the CTE vision and goals for the school**? (P.1)   *(How does he/she promote the CTE vision and goals to faculty and staff? Give specific examples.)* | |  | | | | |
| 1. The CTE Coordinator is involved in development of the school’s vision and goals for career and technical education. (P.1) | |  |  |  |  |  |
| 1. The CTE Coordinator promotes the CTE vision and goals to faculty and staff. (P.1) | |  |  |  |  |  |
| 1. The CTE Coordinator plays an integral role in the forward implementation of the CTE vision and goals in this school. (P.1) | |  |  |  |  |  |
| 1. **Review CTE data and needs (related to enrollment, skills and industry tests, equipment, materials, teacher performance, etc.).** (P.2) | |  | | | | |
| 1. The CTE Coordinator uses data to evaluate programs and activities to ensure they meet student needs. (P.2) | |  |  |  |  |  |
| 1. The CTE Coordinator uses data to facilitate programmatic changes and to acquire supplies and materials. (P.3) | |  |  |  |  |  |
| 1. The CTE Coordinator works with administration (school and district) to coordinate programs and budgets. (P.4) | |  |  |  |  |  |
| TRAIN & GUIDE | | | | | | |
| 1. **Discuss the professional development opportunities your CTE Coordinator provides to faculty and staff.** (T.5)   *(What data did your CTE Coordinator use to identify and plan for the professional development? Was the professional development well received and helpful? Did the CTE Coordinator follow up with staff to ensure they were able to implement what they learned in the professional development?)* | |  | | | | |
| 1. The CTE Coordinator uses data to select and plan professional development. (T.3) | |  |  |  |  |  |
| 1. The CTE Coordinator provides professional development to individuals, small groups, and large groups as needed. (T.3) | |  |  |  |  |  |
| 1. The CTE Coordinator makes adjustments to professional development according to staff feedback as needed. (T.3) | |  |  |  |  |  |
| CHECK | | | | | | |
| 1. **How often do you meet with your CTE Coordinator to review and evaluate how the school’s CTE plan is going?** (C.1)   *(Does he/she make adjustments to CTE plan implementation as needed?)* | |  | | | | |
| 1. The CTE Coordinator meets regularly with the building administrator to evaluate and continuously improve CTE programs and progress. (C.1) | |  |  |  |  |  |
| 1. **How does the CTE Coordinator effectively promote programs and provide timely and relevant information to staff, students, parents, and community? (**C.2)   *(Web pages, newsletters, emails, etc.)* | |  | | | | |
| 1. The CTE Coordinator proactively acquires and provides CTE related information and resources in multiple ways to support students, staff, and other stakeholders. (C.3) | |  |  |  |  |  |
| 1. The CTE Coordinator communicates professionally both verbally and in print when disseminating information to stakeholders. (C.3) | |  |  |  |  |  |
| 1. **How does your CTE Coordinator ensure that staff know, understand, and follow CTE policies and procedures?** (C.4) | |  | | | | |
| 1. The CTE Coordinator checks to ensure staff know and conform to school, district, and state policies and procedures. (C.4) | |  |  |  |  |  |
| ENVIRONMENT | | | | | | |
| 1. **How does your CTE Coordinator work with students, staff, and administration?** (E.1)   *(Is your CTE Coordinator respectful to staff and students? Are staff members comfortable asking him/her questions about CTE programs?)* | |  | | | | |
| 1. The CTE Coordinator is positive. (E.1) | |  |  |  |  |  |
| 1. The CTE Coordinator treats staff, parents, and students with respect. (E.1) | |  |  |  |  |  |
| 1. **Discuss your CTE Coordinators’ effectiveness regarding organization and task completion.**  (E.3) | |  | | | | |
| 1. The CTE Coordinator uses effective time management and organization skills to support program needs. (E.3) | |  |  |  |  |  |
| PROFESSIONALISM | | | | | | |
| 1. **How does your CTE Coordinator manage change and solve problems? Share specific examples.** (PRO.3) | |  | | | | |
| 1. The CTE Coordinator collaborates and cultivates productive relationships with stakeholders. (PRO.2) | |  |  |  |  |  |
| 1. The CTE Coordinator approaches challenges and changes positively in a problem-solving manner. (PRO. 3) | |  |  |  |  |  |
| 1. General comments: |  | | | | | |