

GUILFORD COUNTY SCHOOLS

JOB TITLE: CAREER DEVELOPMENT / SPECIAL POPULATIONS COORDINATOR

CAREER TECHNICAL EDUCATION

GENERAL STATEMENT OF JOB

Coordinates career development services for students participating in CTE. The CDC/SPC works collaboratively with administrators, student services personnel, and teachers to ensure the delivery of career development and special populations services. The CDC/SPC facilitates linkages with parents, business/industry, postsecondary institutions, and community organizations to support students' transition to postsecondary education and employment. The CDC/SPC responsibilities incorporate the North Carolina Standard Course of Study, National Career Development Guidelines, the National Model for School Counseling Programs, Future-Ready Students For the 21st Century, and the NCDPI Challenge Handbook.

SPECIFIC DUTIES AND RESPONSIBILITIES

Coordinate career development services.

Promote career awareness, exploration, and planning.

Provide career development, occupational, labor market, non-traditional career, and postsecondary information.

Facilitate work-based learning opportunities.

Provide and coordinate activities for students to develop employability skills.

Promote the integration of career research and work-based learning opportunities into CTE and academic courses.

Promote the use of technology for career planning and research.

Facilitate business, education, and community partnerships that provide opportunities for students and support CTE.

Participate in professional development activities at the local, regional, state, and national levels.

Engage in professional growth opportunities to remain current with trends, demands, and emerging careers in a rapidly changing workforce.

CAREER DEVELOPMENT / SPECIAL POPULATIONS COORDINATOR

Serve as a liaison with the business, industry, education, and military community.

Publicize partnership resources.

Participate in professional development activities at the local, regional, state, and national levels.

Engage in professional growth opportunities to remain current with trends, demands, and emerging careers in a rapidly changing workforce.

Assist school and CTE administrators in providing strategies to improve supplementary services for members of special populations in meeting the performance indicators.

Maintain relevant record keeping and inventory systems related to job responsibilities.

Identify students within special populations each semester, and provide information to CTE teachers and suggest possible teaching strategies.

With input from the CTE teachers, individually develop, implement and monitor the CDP+.

Participate on the IEP Team for students enrolled in CTE courses, as needed, in the development and implementation of the CTE and transition components of the IEP.

Coordinate special services for special populations students.

Monitor the CTE component of the IEP and CDP+ to ensure that appropriate supplementary services are provided and performance indicators are met.

Coordinate with guidance, CTE teachers, and CTSO's to promote recruitment, enrollment, and placement activities for students in CTE.

Provide information about CTE opportunities to students and their parents.

Network with other special population coordinators in LEA, region and state.

Treat all students in a fair and equitable manner.

Interact effectively with students, co-workers, parents and the community.

Participate in, upon request, LEA communities designed to plan for various aspects of the total Career and Technical Education program.

Adhere to establish laws, policies, rules and regulations.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Minimum of a bachelor's degree with a valid teaching license issued by the NC Dept. of Public Instruction. Must hold or be eligible to hold a license in the area of handicapped-disadvantaged and career development coordinator.

**MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED
TO PERFORM ESSENTIAL JOB FUNCTIONS**

Physical Requirements: Must be physically able to operate a variety of equipment including computers, copiers, etc. Must be able to exert up to 20 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, pull or otherwise move objects, including the human body. Light Work usually requires walking or standing to a significant degree.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments or directions to subordinates or assistants.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, statements, etc. Requires the ability to prepare correspondence, reports, forms, evaluations, statements, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

CAREER DEVELOPMENT / SPECIAL POPULATIONS COORDINATOR

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principles of descriptive statistics and statistical inference.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment and hand tools. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Does not require the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Thorough knowledge of federal, state and local policies and procedures regarding CTE instruction.

Considerable knowledge of School Board policies, procedures and standards.

Considerable knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

Considerable knowledge of the current literature, trends, and developments in the field of education career development.

Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information.

CAREER DEVELOPMENT / SPECIAL POPULATIONS COORDINATOR

Ability to assess the effectiveness of programs and activities.

Ability to interpret policies and procedures.

Ability to develop long-range plans.

Ability to effectively express ideas orally and in writing.

Ability to make oral presentations before large groups of people.

Ability to establish and maintain effective working relationships as necessitated by work assignments including students, parents, school personnel and members of the business community.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.