

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: EXECUTIVE DIRECTOR – CAREER AND TECHNICAL EDUCATION

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of highly responsible administrative and supervisory tasks including but not limited to: building, supporting, and sustaining a district-wide CTE program in collaboration with business, labor, and postsecondary partners to provide relevant and rigorous pathways and coherent courses of study based on contemporary industry and academic standards that prepare students for success in education, careers, and citizenship. Reports to Assistant Superintendent for Teaching, Learning, and Professional Development.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Promote all secondary programs, including CTE, as equally rigorous pathways for high school students.

Provide leadership and direction for the implementation of the district's long-range plan(s) for CTE.

Provide support, research, and guidance for PreK-12 principals in the development, implementation, and evaluation of CTE programs and career awareness efforts.

Participate in the performance review of the building principals where CTE programs are provided.

Work with secondary principals and CTE program teams to develop, monitor, and evaluate Career Pathway Programs of Study district delivered CTE Programs, which include: a rigorous curriculum approved by the state, alignment of programs of study to district academic assessments and the Common Career Technical Core (CCTC) Standards and access to a technical assessment leading to an industry-approved credential for all students completing a program of study.

Maintain a database of programs, participation, and achievement of industry based certifications and assure timely submission of program information required by the NC Department of Public Instruction.

Serve as the primary liaison for CTE with the NC Department of Public Instruction, state/national CTE organizations, and postsecondary education and training partners.

Work with district leaders and secondary principals to oversee the successful reorganization of the CTE program to conform to the district strategic plan.

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Work with district leaders and elementary and middle school principals to assist in the development and implementation of a career awareness program that results in students entering high school with an initial career plan.

Work with district leaders and middle level principals to assist in the infusion of interdisciplinary instruction in ELA and STEM through instruction in engineering principles.

Assist in the design, development, implementation, and evaluation of a middle school program in applied learning and career exploration and awareness.

Provide leadership for the development of specialized CTE opportunities including design and implementation of CTE early college programs and a CTE high school.

Serve as the primary point of contact for Guilford County Schools with business and labor leaders in the greater Greensboro region.

Serve as the Executive Director of the Strategic Alliance on Secondary School Workforce Preparation and provide staff support to the Alliance Chair.

Assist in the recruitment of members of the Strategic Alliance and foster strong relationships with Alliance members and their organizations.

Work in collaboration with the Strategic Alliance, district leaders, and postsecondary education to establish articulation agreement standards, develop agreements, maintain a portfolio of agreements, and continue to develop a portfolio of dual credit and advanced standing agreements for the benefit of students who complete CTE programs of study.

Inventory, develop, and evaluate business and labor relationships while continuing to develop new and more effective relationships to the benefit of students and business and labor.

Assist and provide guidance to district leaders and high school principals in the development, implementation, and evaluation of CTE program of study advisory committees consisting of business, labor, and education leaders.

Expand relationships with trade organizations to foster seamless transitions to apprenticeship programs for trade-bound students.

Work with district leaders and principals to design, develop, and implement work-based learning opportunities for all students that may include visitations, shadowing, internships, paid employment, and instructional program delivery at worksites.

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Work with district professional development leaders to provide professional development opportunities for all teachers to develop an understanding of the technologies, climate, culture, and market conditions of local business and ensure CTE and academic-related faculty have the skills to deliver, reinforce, and assess the state academic, technical and employability standards.

Work with district leaders and principals to provide coordinated opportunities for all students to visit college campuses and explore programs and facilities related to their career interests.

Provide guidance and advice on the policy decisions necessary to improve access to CTE programs and ensure that all students have access to desirable options that expand rather than limit their postsecondary choices.

Provide district leaders including the Chief Operating Officer with an annual assessment of the infrastructure needs of CTE programs including the need for renovations and additions to facilities, expansion/repurposing of staffing, equipment purchases, and acquisition and ongoing budgets for material and supplies.

Provide an annual report to the Superintendent and Board of Education on the status of CTE including progress on the strategic plan, the effectiveness of programs and their implementation, and a school-by-school breakout of programs, student participation, and performance information in the academies and CTE pathways and programs of study.

Develop, monitor, and evaluate the implementation of the Perkins Grant and pursue other funding in support of CTE.

Work with district IT staff to develop standards and protocols to ensure that data and information on CTE programs and student performance is collected and submitted to the NC Department of Public Instruction in a timely fashion.

Represent the district as a member of the State CTE leadership organization.

Oversight of North Carolina and Guilford County Schools local, state, and federal funding.

Hires and supervises all program management staff within the Career and Technical Education budget.

Supervises and evaluates Career and Technical Education department.

Assists principals in locating, recruiting, selecting, and supporting qualified staff for all CTE classes, and facilitates improvement in performance as needed.

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Working with Guilford County Schools Transportation Services, develops and coordinates a system for in-district transportation of students between campuses for CTE classes.

Working with district leaders, school principals and Human Resources staff, evaluates the teaching and industry certifications of all CTE staff. Determines areas of need and facilitates opportunities to obtain certification.

Ensures effective integration between and among vertical and horizontal systems for CTE programs to enhance student achievement. Analyzes the critical needs in assigned areas; conducts team efforts to design, implement, measure, and refine assigned programs.

Guides collaborative efforts to support effective delivery of services. Communicates openly and effectively, and manages resources to support district goals.

Advises district leadership on matters regarding assigned programs/services; provides information, advice, and documents to the staff, administrators, and others as necessary.

Develops and directs the plans and guidelines for the assigned programs and services; researches and investigates appropriate and innovative modifications for CTE Programs

Develops, fosters, and maintains meaningful local and state business and community partnerships.

Analyzes and evaluates program facilities, equipment, and materials, and makes recommendations for needed changes.

Coordinates assistance to requesting departments; represents the department in meetings involving district, community, or state/agency representatives as necessary; and completes required reports, maintains records, and monitors financial activities.

Recommends, hires, orients, trains, and evaluates assigned employees, and monitors and coordinates development of programs. Coordinates contractual services as needed.

Directs the collection of multiple data sources to analyze the success of the Career and Technical Education Program.

Conducts presentations and prepares performance reports for Career and Technical Education.

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ADDITIONAL JOB FUNCTIONS

Performs other duties as assigned by the Superintendent, Chief Academic Officer and/or Assistant Superintendent for Teaching, Learning, and Professional Development.

MINIMUM TRAINING AND EXPERIENCE

Master's degree in Education, Career and Technical Education Director certification and 5 years of experience in Career and Technical Education; or any equivalent combination of training and experience which provides the required knowledge, skills, experience and abilities.

SPECIAL REQUIREMENTS

Must possess a valid North Carolina driver's license.

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 physically able to operate a motor vehicle. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and 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, articles, proposals, contracts, etc. Requires the ability to prepare correspondence, reports, for evaluations, policies, 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.

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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.

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 a variety of technical or professional languages including medical, legal and counseling terminology.

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, statistical inference and statistical theory.

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

Motor Coordination: Requires the ability 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: Requires 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

Considerable knowledge of the County and School Board policies, procedures and standards regarding education. Considerable knowledge of the organization and communication channels of the school system. 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 principles of supervision, organization and administration. General knowledge of the North Carolina Standard Course of Study.

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- Skill in counseling and developing staff. Ability to assess the needs of students.
- Ability to plan, develop, implement and evaluate large programs.
- Ability to develop and implement policies, procedures and standards for services offered.
- Ability to evaluate the effectiveness of existing programs and make recommendations for improvements.
- Ability to use common office machines and popular computer-driven word processing, spreadsheet and file maintenance programs.
- Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information.
- Ability to effectively express ideas orally and in writing.
- Ability to make oral presentations before large groups of people.
- Ability to exercise considerable tact and courtesy in frequent contact with the public.
- Ability to establish and maintain effective working relationships as necessitated by work assignments.

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.