

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: SPECIALIST I – CTE INDUSTRIAL EDUCATION CAREER AND TECHNICAL EDUCATION PROGRAM SERVICES

GENERAL STATEMENT OF JOB

Provides technical support and recommendations from local businesses to teachers to enable them to teach their students the competencies defined in the NC DPI Essential Standards. Works collaboratively with teachers to provide professional development, and evaluates facilities and instructional equipment/resources in order to provide the best instruction possible. Reports to Director —Career and Technical Education (CTE).

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Collects information from Career and Technical Education (CTE) teachers to assess their need for additional training, equipment, instructional supplies or facility changes in order to improve instruction of technical course competencies.

Facilitates and coordinates Professional Learning Communities meetings for the purpose of sharing materials and methods between teachers in order to increase student CTE End Of Course scores.

Assists CTE teachers in the use of curriculum materials and lab equipment.

Provides teachers with information on changes in course content and sequence required by the state and local industries to meet CTE Concentrator completion requirements.

Researches and prepares information for teachers to share with CTE students regarding career opportunities directly related to specific CTE courses.

Prepares informational reports based on teacher requests for training, equipment and facility needs for the CTE Director's approval.

Works with CTE teachers and CTE program specialists to prepare purchase requests of instructional equipment and other supplemental materials.

Coordinates the review and evaluation of state adopted textbooks, collects results and submits orders for approval.

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Provides career information from industry councils to teachers and students in middle schools for career exploration classes.

Researches and prepares information for teachers to deliver to students regarding postsecondary training, scholarships, labor market trends, and career opportunities.

Provides technical assistance in analyzing the performance data in the Local Planning System (LPS) to improve instruction and student performance.

Coordinates and promotes student attainment of industry certifications in supported program areas.

Provides coordination of support services, technical support, and collaboration for CTE teachers in assigned program areas.

Acts as liaison between teachers and business councils.

Assists the CTE Director in the development of the CTE Local Plan.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Bachelor's degree in workforce development or a Master's degree in career guidance, counseling and guidance, vocational technical education, or a related field, and at least 3 to 5 years of experience in the implementation, monitoring, and evaluation of comprehensive workforce development programs or one year of experience as coordinator in a workforce development education program. Career Development Certifications required. Experience in developing school-to-work, college technical preparation, workforce preparedness programs in coordination with post-secondary institutions is preferred; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

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 40 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, pull or otherwise move objects, including the human

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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.

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 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

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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.

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 CTE.

Considerable knowledge of the principles of supervision, organization and administration.

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 develop and implement appropriate programs.

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

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comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.