

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: DIRECTOR III – CTE/TECHNICAL PREPARATION

GENERAL STATEMENT OF JOB

Under little or no direct supervision, performs highly responsible administrative, supervisory and professional administration work to carry out school system policies and procedures relating to Career and Technical Education programs and activities. Work involves supervising, planning, obtaining resources, approving expenditures, implementing and evaluating the Career and Technical Education Program. The Career and Technical Education Program operates in fifteen high schools, two academy high schools, one technical center and nineteen middle schools. Reports to the Chief Curriculum and Organizational Development Officer.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Career and Technical Education Program

Directs the development of the annual application and strategic plan required to obtain federal/state funds to support Career and Technical Education teacher salaries, teacher training, instructional equipment, and staff development.

Researches and maintains current knowledge of local, state, and federal laws, policies, procedures and funding sources necessary to communicate pertinent information to principals and teachers in order to attain student achievement of accountability benchmarks, curriculum objectives, changes, and improvements.

Maintains current knowledge of the Career and Technical Education Local Plan System for strategic planning, managing performance, and for accountability at the local, state, and federal level.

Directs Career and Technical Education state assessment program for high school courses to assess student performance and meet annual federal and state accountability benchmarks required for continued funding. Directs annual data collection (test scores, enrollment, special population status, post-secondary status etc.). Analyzes test data, determines performance achievement and alters strategic plans and budgets accordingly.

Directs the implementation and provides the resources for national program/lab certifications and national certifications for teachers for Microsoft, NIMS, NATEFF, NCCER, CISCO, SAS, etc. to provide students with national industry recognized certification assessments and certificates.

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Plans improvements, implementations or eliminations to Career and Technical Education curriculum; develops three-year plans, including strategies, performance measures and budgets, to implement changes.

Develops Career and Technical Education teacher allotments for GCS Human Resources.

Interviews applicants for Career and Technical Education teaching and support staff to determine if they have technical credentials to teach the specific curriculum, meet state teacher licensure requirements, and the national technology certifications required to teach the courses leading to industry recognized national certifications for students.

Directs total program expenditures to complete improvement plans and federal requirements.

Approves expenditures for equipment, supplies and staff development.

Selects, orders, and approves for purchasing very diverse instructional technology equipment for Career and Technical Education courses.

Obtains funds, approves staff development, and plans technical staff development for teachers.

Directs the support services program for special populations students.

Develops renovation plans with facility staff to improve/implement Career and Technical Education curriculum and serves on construction project teams to specify space requirements and required arrangement of instructional equipment for 109 different courses.

Directs the collection of multiple data sources to analyze the success of the Career and Technical Education program and to meet the required federal performance benchmarks for continued funding.

Plans Career and Technical Education courses of study with curriculum specialists, local business representatives, principals, and community college staff to develop, improve, implement and fund new Career Cluster courses of study required to meet State Board graduation requirements

Responsible for staff development and evaluations.

Coordinates planning meetings with local-and state business representatives.

Obtains financial and equipment donations from local industry. Purchases state-of-the-art equipment.

Approves expenditures for equipment, supplies and staff development.

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Conducts presentations, prepares performance reports and news releases for the Career and Technical Education program.

Obtains funding and directs the development of Career and Technical Education Career guidance materials (web pages, videos, DVD, brochures) for students, parents, counselors.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

Directs the implementation of integrated curriculum and CTE components of the Instructional Management Systems.

MINIMUM TRAINING AND EXPERIENCE

Master's degree in education, Career and Technical Education, counseling or a related field, Career and Technical Education Director certification and 5 years of experience in; or any equivalent combination of training and experience which provides the required knowledge, skills, experience and abilities. Ten to Fifteen years of experience preferred.

SPECIAL REQUIREMENTS

Must be a certified N.C. Career and Technical Education Director.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, scanners, modems, cable testers, etc. Must be able to exert up to 50 pound of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Physical requirements are consistent with those for Light Work.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to 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 and/or directions to subordinates or assistants.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, invoices, software documentation, periodicals, lists, etc. Requires the ability to prepare

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correspondence, reports, forms, purchase requisitions, user instructions, etc., using prescribed format.

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; 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 accounting and computer terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; to determine decimals and percentages; perform calculations involving variables, formulas, square roots and polynomials and to apply the theories of algebra and statistics.

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 performing data entry.

Manual Dexterity: Requires the ability to handle a variety of office machines, etc. 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 persons acting under stress.

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 the school system's long-range College Tech Prep and Career and Technical Education, development methodology and development standards.

Thorough knowledge of federal, state and local policies and procedures regarding Career and Technical Education funding, accountability and curriculum.

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Extensive knowledge of the appropriate uses of technology for instruction and the requirements of the NC College Tech Prep courses of study and Career and Technical Education skill curriculum.

General knowledge of common software applications.

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

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

Ability to plan, direct, and coordinate the work of subordinates.

Ability to develop long term goals and objectives.

Ability to evaluate the effectiveness of programs and make recommendations for improvements.

Ability to schedule and monitor development projects.

Ability to effectively express ideas orally and in writing.

Ability to develop and administer budgets.

Skill in writing effective correspondence, speeches and other documents representing the District.

Skill in the operation of common office machines, including popular computer-driven word processing, spreadsheet and file maintenance programs.

Ability to provide leadership and to supervise the planning, development and establishment of new, modified and/or improved programs, services and activities.

Ability to analyze and interpret policy and procedural guidelines, and to formulate, develop and present recommendations to resolve problems and questions.

Ability to organize work flow and coordinate activities.

Ability to research program documents and narrative materials, and to compile reports from information gathered.

Ability to maintain complex schedules, records and files.

Ability to make administrative decisions in accordance with laws, ordinances, regulations and school system policies and procedures.

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Ability to plan and coordinate group activities and special events.

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 school officials and 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.