



# ORANGE COUNTY SCHOOLS

## POSITION DESCRIPTION

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<b>POSITION TITLE</b>	<b>CTE Instructional Management Coordinator</b>
<b>SCHOOL/DEPARTMENT</b>	College and Career Readiness/ Curriculum and Instruction
<b>SALARY</b>	Teacher Salary plus supplement
<b>FLSA STATUS</b>	Exempt
<b>REPORTS TO</b>	Director of College and Career Readiness (CTE) and Arts
<b>SUPERVISES</b>	CTE Teachers and Staff
<b>WORK WEEK SCHEDULE</b>	Monday - Friday
<b>WORK HOURS</b>	40
<b>NUMBER OF MONTHS PER YEAR</b>	12

### **POSITION PURPOSE:**

The CTE Instructional Management Coordinator provides support to CTE teachers and personnel within the school system. In doing so, the CTE Instructional Management Coordinator assists with implementing the CTE curriculum in the schools; provides technical support and training for CTE teachers and other CTE staff pertaining to the use of the CTE computerized instructional management system; provides assistance and support to CTE teachers and other CTE staff to improve the instructional process, document student learning, and improve student outcomes to ensure the success of students in a high wage, high-skill, or high demand global economy. Additionally, the CTE Instructional Management Coordinator prepares an annual Instructional Management Coordinator Calendar of Work.

### **MINIMUM QUALIFICATIONS:**

### **KNOWLEDGE, SKILLS, AND ABILITIES**

- Bachelor's Degree from an accredited institution in any CTE program area, Curriculum Development, or Instructional Technology
- Five (5) years of work experience within the past eight (8) years in one of the following areas:
  - Classroom teacher in a CTE program area
  - Professional support in an educational setting as a Career Development Coordinator, Special Populations Coordinator, or Curriculum Specialist
  - Instructional Technology Specialist

### **EDUCATION, TRAINING, AND EXPERIENCE**

- Successful completion of the IMC 40-hour Induction Program
- Thorough knowledge of the CTE program and requirements as conveyed by the NCDPI
- Thorough knowledge of NCDPI reporting processes for CTE programs
- Thorough knowledge of laws and policies associated with the implementation of CTE programs in the public schools
- Thorough knowledge of Instructional Technology and the CTE computerized instructional management system
- Thorough knowledge of federal, state and local policies and procedures regarding CTE and IT instruction and certification
- Thorough knowledge of best practices and current trends in classroom instruction and assessment of programs
- Thorough understanding of the development of any honors course portfolio in order to facilitate the process
- Thorough understanding and knowledge of Career Pathways and be able to identify concentrators and corresponding Career Pathways
- Thorough understanding and the ability to facilitate the process of current state and local articulation via collaboration with community colleges and other post-secondary programs
- Thorough understanding of the *CTE Statewide Assessment Manual* and *North Carolina Testing Code of Ethics* and be able to train CTE faculty and staff regarding these ethical requirements
- Thorough understanding of the importance of securing state assessments, both paper/pencil and electronic versions and be able to communicate to CTE faculty and staff the importance of abiding by these secure testing requirements
- Thorough knowledge of the *State Assessment Scheduler* and its application
- Thorough knowledge of the most current version of the state *Testing Students with Disabilities Manual* and the *Testing Students with Limited English Proficiency Manual*
- Thorough knowledge of the Exceptional Children population enrolled in CTE courses, their Individualized Education Plans (IEP), Review of Accommodation Forms (RAUDT), and the legal implications and requirements for providing services to these students including, but not limited to, the application of the CTE Alternate Assessment as offered by the state
- Thorough knowledge of the inclusion of special populations students and its relationship to the CTE curriculum, state assessments, and school accountability
- Thorough knowledge of the requirements and application for CTE Medical Waivers and the impact on school accountability
- Thorough understanding of the importance of keeping student information confidential
- Thorough understanding of and the ability to facilitate of the *Concentrator Feedback Survey*
- Thorough understanding of the process for administering and the conveying the effects of *WorkKeys* results on school accountability
- Thorough knowledge of the Credit by Demonstrated Mastery (CDM) process and the assessments aligned with CDM

- Considerable understanding of how state CTE assessment data affects EVAAS
- Considerable understanding of the Occupation Course of Study program and its relationship to CTE curriculum and assessments
- Considerable understanding of the process of reporting credentials
- Considerable knowledge of school board policies, procedures and standards
- Considerable knowledge of state and federal statutes, regulations, and guidelines as applied to the CTE program
- Considerable knowledge of the ethical guidelines applicable to the position as outlined by CTE and IT vendors, professional organizations, and/or federal, state and local laws, rules and regulations
- Considerable knowledge of current literature, trends, and developments in the field of CTE education and information technology
- Ability to access and proficiently use the following:
  - Access
  - Certiport (Credential Sites)
  - CTE PLCs (Learn NC)
  - EVAAS
  - Excel
  - Google Docs
  - Home Base (PowerSchool and Schoolnet)
  - Local Planning System (LPS)
  - MS Word
  - NC DPI website
  - NCID
  - Online Meeting Management (Go-To-Meeting)
  - Secure File Transfer Protocol site (SFTP)
  - Thinkgate (CIMS and LCO)
  - Third Party Curriculum (Today's Class/NCCER)
  - Twitter
- Ability to assess and evaluate CTE and IT programs and make recommendations for improvement, as necessary
- Ability to maintain and complete accurate records and statistics and to develop meaningful reports from that information
- Ability to develop and implement appropriate CTE and IT programs
- 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, vendors, and members of the business community
- Ability to show initiative and be self-directed
- Ability to demonstrate effective leadership skills that include thinking and problem solving
- Ability to effectively retrieve and locate information
- Ability to abide by, and demonstrate through interaction with others, electronic media etiquette
- Ability to abide by, and demonstrate through interaction with others, ethical standards of honesty and professional integrity

### **CERTIFICATION AND LICENSE REQUIREMENTS**

- Current licensure #830
- Current license in any CTE program area, Curriculum Development, or Instructional Technology
- Must possess a valid driver's license issued by the NC Department of Motor Vehicles

**PREFERRED QUALIFICATIONS:**

- Master's degree or additional credits and certification from an accredited institution in the field of Instructional Technology, Curriculum Development, or other CTE areas

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

1. Curriculum Management and Instructional Support
  - a. Assist teachers in locating appropriate instructional management resources such as blueprints, curriculum guides, equipment lists, pacing guides, facility guides and vendor-generated curriculum resources
  - b. Exhibit knowledge and be able to explain the information within the most current Status of Curriculum & Assessment document
  - c. Provide technical assistance with analyzing performance data in the Local Planning System (LPS) to improve instruction and student performance
  - d. Encourage and support the improvement of instruction as exhibited by a current knowledge of curriculum development and instructional strategies
  - e. Provide technical assistance and support for teachers in understanding and implementing the CTE computerized instructional management system
  - f. Maintain current knowledge of the Standard Course of Study, 21<sup>st</sup> Century Skills, current state and local Graduation Requirements to foster high-skill, high-wage and high-demand career opportunities for students
  - g. Assist with school redesign initiatives to provide innovation programs, such as Pathway to Prosperity, Career Clusters (16), Pathways (79), Project Lead the Way (PLTW), High Schools That Work (HSTW), Early/Middle Colleges with Career Focus, Career-Themed High Schools and Career Academies
  - h. Facilitate and/or assist with the application and development process of a LCO (Local Course Option)
  - i. Performs other duties as assigned by the Director of Career and Technical Education
2. Professional Development
  - a. Provide ongoing, high quality, sustained, classroom-focused professional development that has a positive and lasting impact on classroom instruction and teacher performance (not just one-day or short-term workshops)
  - b. Provide appropriate professional development to facilitate improvement of all performance indicators, especially GOFIs
  - c. Coordinate with CTE Director to plan professional development for improvement strategies addressed in the Local Planning System, especially the GOFIs
  - d. Plan professional development based on information gained from attendance at regional, state and national conferences/meetings, including integration of academic and CTE curricula
  - e. Provide training for teachers in the CTE computerized instructional management system
  - f. Provide test training for all test administrators and proctors prior to the LEA test schedule
3. Accountability
  - a. Coordinate the administration of high school CTE State Assessments

- b. Facilitate and provide training as necessary, in coordination with the Director of Testing and Accountability, regarding the administration of CTE State Assessments
- c. Use the *State Assessment Scheduler* to secure access to state assessments by LEA, School, and Teacher
- d. Assist schools with the application of the requirements set forth in the *Testing Students with Disabilities Manual* and the *Testing Students with Limited English Proficiency Manual* to ensure compliance with federal and state regulations and requirements
- e. Ensure that all RAUDTs are completed and up to date and align with current IEPs and LEPs
- f. Assist CTE faculty with application and scheduling of RAUDTs for all populations
- g. Assist middle schools with the administration of the CTE State Assessments
- h. Generate, analyze and report state assessment data to key stakeholders to improve the instructional process and student learning
- i. Facilitate the process of reporting credentials
- j. Upload/download accountability data as required by the Department of Public Instruction via DPI's secured Secure File Transfer Protocol (SFTP) site
- k. Ensure that CTE staff understands the importance of keeping student information confidential and secure under FERPA laws and regulations
- l. Facilitate the process and administration of the *Concentrator Feedback Survey*
- m. Facilitate the training process and administration of the ACT *WorkKeys* assessment and help staff to understand the impact of *WorkKeys* results on school accountability
- n. Coordinate the administration of the Credit for Demonstrated Mastery (CDM) online State Assessments for CTE courses
- o. Perform additional duties as assigned by the Career and Technical Education Director

<b>WORKING CONDITIONS</b>	
<b>PHYSICAL DEMANDS</b>	Work is considered light physical work requiring the exertion of up to 20 pounds of force.
<b>WORK ENVIRONMENT</b>	Employees in this position are required to work in indoor and outdoor environments, and come into direct contact with OCS staff, students and the public.
<b>ACKNOWLEDGEMENTS</b>	
The following signatures acknowledge that the supervisor has verified the accuracy of the position description, has discussed position requirements with the employee, and has advised the employee of work performance expectations	
<i>Reviewed by: Employee's Signature</i>	<i>Date</i>
<i>Approval by: Supervisor's Signature</i>	<i>Date</i>
The completed and signed position description shall be maintained at the employee's work location, shall be reviewed with the employee by his or her immediate supervisor, should be revised as required, and shall serve as the basis for all required evaluations.	

**DISCLAIMER:** *The above statements are intended to describe the general purpose and responsibilities assigned to this position. They are not intended to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and*

*skills that may be required of the employees assigned to this position. This description may be revised by the supervisor, with HR review and approval, any time.*

