



**Orange County Department of Education
Human Resources Department
Certificated Management Class Specification**

Coordinator, CTE Curriculum & Instruction

**Class Code: 1339
Work Days: 225**

GENERAL PURPOSE

Supervise, assign, review, and participate in the work of staff responsible for coordinating and implementing staff development and curriculum and instruction programs and provide leadership and expertise to districts regarding all aspects of Curriculum and Instruction related to Career Technical Education (CTE) programs; and provide assistance to higher level management staff.

SUPERVISION RECEIVED AND EXERCISED

1. Receives direction from higher level management staff.
2. Exercises direct supervision over professional, technical, and/or clerical staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

1. Recommend and assist in the implementation of goals, objectives, and strategic plan; establish schedules and methods for providing specialized services; implement policies and procedures.
 2. Provide leadership and expertise to districts regarding all aspects of Curriculum and Instruction related to Career Technical Education (CTE) programs; plan, organize, develop, recommend, and evaluate curricular programs and processes; establish and monitor curriculum goals and objectives.
 3. Supervise the preparation and approval of new CTE courses, including the integration of academic standards and University of California "a-g" requirements.
 4. Lead the CTE Curriculum Committee in designing and upgrading curriculum; encourage collaboration on course development and the preparation of required course sequences.
 5. Facilitate "course development teams" that bring together high school academic teachers, high school CTE teachers, ROP teachers, and Community College Instructors to create articulated and/or aligned courses.
 6. Select, train, supervise, and evaluate personnel; work with employees to correct deficiencies.
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ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.):

7. Provide coaching to employees; collaborate on goal development, set clear expectations, provide constructive feedback, and check in regularly for understanding.
8. Plan, prioritize, assign, and review the work of staff; prepare work schedules for appropriate staff.
9. Monitor district teachers' compliance with ROP Education Code; conduct evaluations and accountability studies and develop reports.
10. Coordinate CTE Joint Advisory Panels.
11. Review legislation related to curriculum and instruction and provide interpretation and guidance.
12. Oversee the development of grant proposals, prepare applications, and complete related compliance data, documentation, and reports.
13. Supervise the implementation of high school reform activities.
14. Coordinate coaching, mentoring, and networking activities for participating teachers.
15. Demonstrate attendance sufficient to complete the duties of the position as required.
16. Perform related duties similar to the above in scope and function as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Current trends in Career Technical Education and State Standards and Frameworks.
2. Effective staff development practices, techniques, and delivery systems.
3. Basic operations, services, activities and guidelines in ROP programs.
4. Recent developments, current literature and sources of information related to program.
5. Principles of effective supervision, leadership, training, coaching and performance evaluation.
6. Procedures, methods, and techniques of project and workflow management and organization.
7. Modern principles and practices of program development and implementation.
8. Pertinent federal, state, and local laws, codes, and safety regulations.
9. California Education Code, Administrative Code, and the policies, rules, and regulations of the County Schools Office.

Ability and Skill to:

1. Select, train, lead, coach, direct the work of, supervise, and evaluate professional and technical employees; effectively delegate authority and responsibility.
2. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.

Ability and Skill to (cont.):

3. Recommend and implement goals, objectives, and practices for providing effective and efficient CTE programs.
4. Elicit community and organizational support for CTE programs; present materials to the general public.
5. Develop, implement, and follow appropriate schedule and project management systems as well as general organizational systems.
6. Establish and maintain effective working relationships with various constituencies.
7. Interpret and explain laws, codes, contracts, policies, and procedures.
8. Develop and present training materials.
9. Prepare clear and concise correspondence, reports, and other written materials.
10. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
11. Communicate clearly and concisely, both orally and in writing, in English; present information effectively in front of both large and small groups.

Education, Training and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is a Master's degree from an accredited college or university with major course work in a field related to curriculum and instruction and five years of increasingly responsible administrative experience in curriculum and instruction.

Licenses; Certificates; Special Requirements:

A valid California teaching or service credential.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, employees are regularly required to bend, stoop, push, pull, grasp, squat, twist, kneel, walk, sit, and reach to access materials or equipment and complete other tasks as assigned; lift and carry up to 30 pounds; and lift from ground, waist, chest, shoulder, and above shoulder level. The position may include occasional need to traverse uneven surfaces.

Employees in this classification are to be able to travel countywide to a variety of sites within a reasonable time frame; read written and electronic materials; communicate clearly in person, on the phone, and via email; and operate all required equipment.

Mental Demands

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform highly detailed work; work on multiple, concurrent tasks with frequent interruptions; work under intensive deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee typically works in an office environment that is fast paced with moderate pressure. Program needs may require work in the evening and/or weekend hours.

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