

Chittenden Central Supervisory Union
Job Description

JOB TITLE:	CTE Principal/Director
FLSA STATUS:	Exempt
UPDATED:	5/14/09

POSITION OBJECTIVES: Assumes instructional and curricular leadership for the Center for Technology, Essex (CTE) that are aligned with the 21st Century Classroom, Comprehensive Plan for Continuous Improvement, and CCSU Mission and Vision; and assumes administrative responsibility for all aspects of CTE consistent with state and federal laws, and CCSU and local school district policy. Creates and maintains an educational atmosphere that provides an opportunity for all students to achieve to the optimum of their ability and all staff to function efficiently toward the fulfillment of that end.

ESSENTIAL DUTIES AND RESPONSIBILITIES: Performs the following duties personally or through subordinate supervisors/employees. Other duties may be assigned.

Visionary Planning

- Identifies the need for systemic change and serves as an agent for that change.
- Builds with others a shared vision of standards-based learning and teaching.
- Understands strategic planning processes and involves others in strategic plan development.
- Helps define and articulate the vision to the school community.
- With others, develops and plans implementation of a comprehensive action plan to improve student learning within the school and assesses student performance under the plan.
- Uses individual student and systems data for continuous program improvement efforts including the development of a local action plan based on student performance and other indicators.
- Develops and monitors long range plans for school and district technology and information systems
- Develops an effective and interactive community public relations program with multiple communications applications which includes using and responding to electronic and printed news media.
- Supports and promotes the CCSU Vision and Mission through leadership and decision-making.

Interpersonal Skills

- Promotes and models effective communication skills.
- Understands and effectively uses skills and strategies of problem solving, consensus building, conflict resolution, stress management and crisis management.
- Provides constructive feedback to others to further continuous improvement.
- Models respect, understanding, sensitivity, and appreciation for all people and balances the rights of multiple and diverse groups.
- Manifests and promotes professional ethics and values.

Collaborative Skills

- Uses knowledge of motivational theory, group dynamics, process skills, organizational theory/management and systemic change to create conditions for success for students, families and staff.
- Works with others to define problems, examine alternatives, and find solutions.
- Demonstrates shared leadership practices and empowers others in fulfillment of school vision.
- Models and encourages collaboration.

Partnerships and Community Relations

- Creates positive relations with parents, businesses and the community that support all areas of student learning;
 - Creates partnerships within the community

- Represents the school at functions and educational programs
- Makes self accessible to parents, students and staff members
- Keeps parents informed of school news and programs
- Prepares for school and community meetings
- Promotes and models effective collaboration and partnerships with parents, community, social service agencies, state agencies, higher education institutions, business, and industry to support student learning.
- Evaluates partnerships for their impact on the school/district mission.
- Reports student performance results and other pertinent school and community indicators cited in the Equal Educational Opportunity Act of 1997 to the community in a manner that is easily understood by the general public.
- Advocates for local, regional, and state educational policy for the advancement of Vermont learners.

Personnel

- Attracts, interviews and recommends highly qualified staff ensuring compliance with licensing regulations and attending to equity and diversity; initiates VT Apprenticeship license for new instructors that do not hold a valid educator license.
- Plans, schedules and utilizes staff according to student achievement and development, best practices, efficiency, cost, and quality.
- Manages and ensures master agreement compliance at the site level; promotes and fosters positive labor relations; informs the boards around issues of collective bargaining.
- Supervises and evaluates all school personnel; aligns teacher goals with the school's action and professional development plans; implements theories, principles, and best practices of staff supervision and evaluation and links supervision and evaluation to effective implementation of standards-based instruction and assessment.
- Develops school-based professional development plans that are aligned with the school's action plan, and assists with district-wide inservice programs:
 - Maintains knowledge of best practices of professional development which will result in improved professional practice.
 - Encourages and provides opportunities for staff to reflect on practice, seek opinion from others and apply the results to guide professional growth.
 - Develops and implements needs-based staff development programs that are connected to student standards and that will result in improved student learning consistent with the school/district vision and action plans.
 - Confers with members of industrial and business communities to determine human resource training needs for apprenticeable and nonapprenticeable occupations.

Program Management

- Reviews and approves new programs, or recommend modifications to existing programs, submitting program proposals for Superintendent and school board approval as necessary.
- Ensures technical programs incorporate essential entrepreneurial skills, and integrate industry-recognized credentials and other current employability skills into the curriculum.
- Organizes and directs committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs.
- Plans and develops instructional methods and content for educational, technical, or student activity programs.
- Evaluates apprenticeable and nonapprenticeable programs, considering factors such as selection, training, and placement of enrollees.
- Plans and develops joint programs with other members of education staff.
- Coordinates on-the-job training programs with employers, and evaluates progress of enrollees in conjunction with program contract goals.

Curriculum, Instruction and Assessment

- Designs instructional strategies to support high student achievement in very diverse classrooms
 - Works with staff to set high expectations for high student achievement.
 - Ensures instruction is appropriate to the development level of all children.
 - Works with teachers and communicates with central office.

- Uses technology to support student learning.
- Coordinates planning, implementation, and evaluation for the improvement of educational programs.
- Coordinates standards-based curriculum efforts within and among schools.
- Understands standards-based curriculum, instruction and assessment; integrated curriculum; and the use of student performance data; and understands their implications for curriculum development that results in improved student learning.
- Fosters and encourages diversity and the implementation of multiple instructional strategies.
- Manages curriculum so that all students have the opportunity to meet or exceed challenging standards
 - Ensures programs and materials provide a positive and supportive learning climate
 - Helps supervise the development, review and evaluation of curriculum
 - Assists with and cooperates with the central office in planning curriculum issues
 - Works with teachers and the central office on material selection and changes
 - Supports the initiatives in the Vermont Framework of Standards
 - Promotes opportunities to enhance curriculum
- Manages assessment activities in the school that will show evidence that students are achieving very high standards
 - Conducts a positive and constructive assessment of programs and student learning
 - Analyzes assessment data to ensure mission and goals of the school are being met
 - Works with staff to develop ongoing assessment plans
 - Uses technology to aggregate and disaggregate assessment results
- Plans for coordination of multiple services for schools and students.
- Develops a comprehensive system of education that will foster success for all students, including students with disabilities as well as gifted and talented students.
- Plans and carries out a developmentally-appropriate, standards-based comprehensive assessment program that includes the effective use results to improve student learning.
- Uses assessment results to inform the school community, develop school action plans and modify school programs.
- Provides for current and emerging technology, telecommunications, and information systems to enrich curriculum and instruction.

Student Management

- Counsels and provides guidance to students regarding personal, academic, vocational, or behavioral issues.
- Confers with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
- Manages student behavior issues as necessary and implements student discipline in accordance with established protocols.
- Supports inclusion and works to guarantee equal student access to learning and student programs

Fiscal Planning and Budget Management

- Develops, coordinates, submits and manages a fiscally responsible budget designed to support high student achievement; plans and manages resources according to school/district vision and action plans; evaluates financial resources for effectiveness.
- Prepares and submits grant proposals to solicit program funding as approved.
- Manages and implements school budgets and special accounts in accordance with Governmental Generally Accepted Accounting Principles for State and Local Government (Governmental GAAP) and Handbook for Financial Accounting of Vermont School Systems (Handbook II).
- Applies and assesses current and future technologies for school management and business procedures.
- Advocates for new schools to be built, or for existing facilities to be repaired or remodeled; assists with the planning and coordination of the project.
- Coordinates school maintenance services and the use of school facilities with Property Services.

Compliance

- Ensures compliance with all applicable federal and state laws and regulations and CCSU board policies; and applies the principals of the laws/regulations/policies to daily school situations.
- Ensures compliance with the Equal Educational Opportunity Act.
- Reviews and interprets federal and state career and technical education codes to ensure that programs conform to legislation.
- Provides training to employees on various matters to ensure compliance with CCSU policies and federal and state law.

Safe and Effective Learning Environments

- Uses technology to help manage school safety and security.
- Establishes and maintains a code of student conduct which is firm, fair and consistent.
- Places students in the best educational setting to promote maximum learning.
- Manages school to create a learning atmosphere to encourage respect for self and others, positive social interaction, positive self and group esteem, and personal wellness.
- Develops and administers school rules that provide a safe school environment and promote student health and welfare.
- Ensures compliance with district, state and federal safety guidelines, regulations, laws and policies.

SUPERVISION RECEIVED: Reports to and evaluated by the Superintendent. Receives general administrative direction and guidance from the CCSU Administrative Team.

SUPERVISORY RESPONSIBILITIES: Responsible for the supervision, evaluation and overall direction and coordination of 50 to 55 licensed educators (including subordinate supervisors) and 25 to 30 support staff. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Education and Experience.** Master's degree in Education or Administration and a concentration in educational administration, plus five or more years of experience in education, business, or industry, or work in public or private agency or foundation, including:
 - three or more years of experience in PK-12 teaching or workforce development/training (e.g., training management in business or industry, vocational training or counseling, management of a post-secondary continuing education program, etc.);
 - two or more years of work experience in business or industry, or the equivalent in documented experience working collaboratively with business and industry regarding matters of career and workforce development;
 - Five or more years experience serving as a Technical Center Director or other leadership capacity at a Technical Center.
- Demonstrated competence/skills in the following areas:
 - Fundamentals of educational administration/leadership
 - School law
 - School finance or school business management
 - Staff evaluation and professional development
 - Curriculum and Program management (i.e., development/supervision/evaluation)
 - School/community relations
 - Excellent leadership skills; ability to effectively lead change that results in improved student learning
 - Excellent collaboration skills and ability to work as part of a PK-12/Tech team
 - Ability to engage and promote teacher leaders; ability to effectively delegate work and authority

- 21st Century Classroom

- Commitment to standards-based curriculum and instruction, success for all learners, parent and community participation in school life, and life-long learning; and dedication to the highest level of student and staff performance
- Understands the importance and value of parent and community involvement and business partnerships to maximize school resources and furthering the school/district vision.
- Knowledge of local, state and federal laws related to technical education, labor and industry.
- Certifications and Licenses. Holds a valid Level II Vermont Professional Educator’s License with a 2-92 Career and Technical Center Director endorsement. Holds or able to obtain a valid Principal’s endorsement (2-91) preferred. Valid VT Driver’s license also preferred.
- Language Skills. Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, financial reports, legal documents or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from the VT Department of Education, sending principals, top management, members of the business community, school boards and the general public.
- Mathematical Skills. Ability to calculate figures and amounts such as discounts, interest, proportions, and percentages. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.
- Computer Skills and Experience. Proficient use of Microsoft Office products including Word, Excel, and PowerPoint; other presentation and classroom technology tools (e.g. SmartBoard, etc.); CCSU email and scheduling system; student management system; and CCSU accounting system. Ability to effectively promote and support the use of technology in the classroom.
- Reasoning Ability/Mental Requirements. Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Communication & Interpersonal Skills. Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies.

<u>Frequency</u>	<u>Code</u>	<u>Description</u>
Sometimes	S	activity may exist sporadically, but not on a consistent basis.
Occasionally	O	activity exists on a consistent basis for less than 1/3 of the time
Frequently	F	activity exists from 1/3 of the time up to 2/3 of the time
Constantly	C	activity exists for 2/3 or more of the time
Not Applicable	NA	activity is not present in the position

PHYSICAL EFFORT AND STRESS. Employee must have the physical ability to perform the essential functions of the job as outlined above, in addition to the following (Indicate appropriate code from above):

	<i>Frequency Code</i>	<i>Essential</i>	<i>Not Essential</i>
SITTING	O-F	x	
STANDING	O-F	x	

WALKING	O-F	x	
SEEING	C	x	
HEARING	C	x	
TALKING	C	x	
DEXTERITY (hands/fingers)	F	x	
USE OF COMPUTERS AND EQUIPMENT	F	x	
LIFTING			
up to 10 lbs.	O	x	
10-25 lbs.	S	x	
25-50 lbs.	NA		x
50-100 lbs.	NA		x
100+ lbs.	NA		x
CARRYING			
up to 10 lbs.	O	x	
10-25 lbs.	S	x	
25-50 lbs.	NA		x
50-100 lbs.	NA		x
100+ lbs.	NA		x
BENDING/STOOPING	S	x	
PUSHING/PULLING	S	x	
TWISTING	S	x	
CLIMBING	O	x	
BALANCING	O	x	
CROUCHING	S	x	
KNEELING	S	x	
CRAWLING	NA		x
REACHING (i.e., overhead)	O	x	
HANDLING	O-F	x	
DRIVING	O	x	
REPETITIVE MOVEMENTS (hands, feet)	O	x	
MANAGING STRESS	O-F	x	
RESOLVING CONFLICTS	O-F	x	

WORKING CONDITIONS/ENVIRONMENTAL FACTORS: All conditions common to a construction site for residential housing including, but not limited to, the following (Indicate appropriate code from above):

	<i>Frequency Code</i>
EXPOSURE (dust, dirt)	O
EXPOSURE (extreme heat – non-weather, flames)	S
EXPOSURE (extreme cold – non-weather)	NA
EXPOSURE (fumes, odors)	S
EXPOSURE (viruses, infectious diseases)	O
EXPOSURE (water)	O
EXPOSURE (hazardous equipment)	O
EXPOSURE (chemicals, hazardous materials)	O
UNEVEN TERRAIN	O
OUTDOOR WEATHER CONDITIONS	O
VIBRATION/NOISE	O
HEIGHTS	S

Definitions - Physical Demands

Sitting: remaining in a seated position

Standing: remaining on one's feet in an upright position at a work station without moving about

Walking: Moving about on foot

Seeing: Perceiving with the eye

Hearing: Perceiving or listening to sound by ear

Talking: Articulating, speaking or discussing using spoken words

Dexterity: Skill in the use of hands and fingers

Lifting: Raising or lowering an object from one level to another (includes upward pulling)

Carrying: Transporting an object, usually holding it in the hands or arms or on the shoulder

Bending/Stooping: Bending the body downward and forward by bending the spine at the waist. Occurs to a considerable degree and requires full use of the lower extremities and back muscles.

Pushing: Exerting force upon an object so that the object moves away from the force (includes slapping, striking, and kicking)

Pulling: Exerting force upon an object so that the object moves toward the force (includes jerking).

Twisting: Rotating; moving to face in alternate direction.

Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes and the like, using the feet, legs, and/or arms and hands.

Balancing: Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.

Crouching: Bending the body downward and forward by bending the legs and spine.

Kneeling: Bending the legs at the knees to come to rest on the knee or knees.

Crawling: Moving about on the hands and knees or ha

Reaching: Extending the hands and arms in any direction

Handling: Seizing, holding, grasping, turning, or working with hands

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This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.