

Chittenden Central Supervisory Union Job Description

JOB TITLE:	Building Technology Instructor
FLSA STATUS:	Exempt
UPDATED:	July 20, 2010

POSITION OBJECTIVES: Instruct students to provide them with the academic and technical residential or commercial construction skills necessary to enter employment with entry level job skills or to prepare them for post secondary certificate and degree programs in the construction industry. Residential program instructor shall provide classroom and site education to students that leads to the construction of a residential "spec house" over a two-year period; Commercial program instructor shall provide classroom and site education to students that lead to the construction of several commercial structures.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

PLANNING AND PREPARATION

- Integrates current best practices, research, and technical education laws into the instructional plans and practices to assure the most effective learning experiences for our students.
- Selects, integrates and communicates instructional goals that are valuable, clearly stated, measurable, suitable for diverse students, and that create opportunities for different types of learning.
- Designs, plans and conducts classroom and field-based activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate; and that support the instructional goals of the program.
- Seeks and effectively utilizes all available school and district teaching and student resources to enhance instruction and learning.
- Accurately and thoroughly assesses student learning using instructional goals; clearly communicates assessment criteria and standards to students; and effectively utilizes assessment results to modify lessons and/or plan for individuals and groups of students.
- Works with school administration to purchase/bid program materials and/or subcontract work related to the program when needed.
- Plans for, manages, sets up and oversees all the materials in the classroom and for laboratory/field-based activities.
- Assures productive, effective, and efficient use of classroom assistants assigned to the program by planning, directing, supervising and overseeing the activities of the assigned classroom assistant(s) and monitoring work-in-progress.
- Unloads trucks delivering materials for the program.
- Drives vehicle to and from work site and/or to and from vendors to pick up or deliver materials and tools needed for the classroom or field-based project.
- Plans, oversees, manages and ensures the proper and timely completion of the construction project. Duties may include, but is not limited to, contractor scheduling and oversight; performing installations, masonry, landscaping and other carpentry work.

INSTRUCTION & LEARNING ENVIRONMENT

- Implements a comprehensive, standards -based curriculum that incorporates industry skill standards and enables students to acquire the knowledge, skills, and attitudes that will prepare them to succeed in the chosen trade or industry. Specifically the educator:
 - Creates instructional activities that provide students with the knowledge and skills to successfully complete the industry-recognized third-party assessments within the particular trade or industry.
 - Develops learning opportunities that integrate industry-recognized credentials and incorporate current components of all aspects of industry.

- Effectively integrates the instruction of applied academic skills (i.e. [English, mathematics, and science](#)) throughout all instructional activities; makes connections between these content areas and other parts of the program, and develops relationships among topics and concepts in teaching plans and practices.
- Consults with industry advisory committees, colleagues, community, and parents to maximize curricular and instructional resources, and develops experiential/work-based learning opportunities for students.
- Fosters the development of students' leadership, teamwork, and effective communication skills, and teaches deportment in a manner appropriate to the industry.
- Advises students in the career planning process and teaches foundation employability skills as indicated in the program core competencies developed by industry and education.
- Establishes a culture for learning that incorporates the importance of the content, student pride in high quality work, and high expectations for student achievement.
- Successfully engages students in the learning and maximize student comprehension of the lesson by instructing students individually and in groups, using various teaching methods such as demonstrations, questioning and discussion techniques, and lecture.
- Clearly communicates directions, procedures and performance expectations; and provides accurate, substantive, constructive, specific and timely feedback on student progress and performance to students, parents, and other professionals as needed or required.
- Provides a safe learning environment for all students. Specifically the educator:
 - Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.
 - Instructs, demonstrates and monitors students in the use and care of equipment and materials, in order to prevent injury and damage.
 - Provides instruction and demonstration on proper techniques, and carrying and storing of materials and tools used in the program.
 - Plans, organizes, and manages laboratories/technical facilities for instruction so that activities are carried out in accordance with state and national safety guidelines and in compliance with all local, state and federal regulatory codes governing the trade or industry (e.g. Safety First Handbook).
- Understands and demonstrates the role, responsibility, legal, and ethical requirements of the specific trade or industry.
- Incorporates essential entrepreneurial skills and other appropriate career and technical student organization standards into the curriculum.
- Effectively establishes, enforces and communicates rules and expectations for behavior and procedures for maintaining order among the students for whom they are responsible; monitors and successfully and respectfully responds to student behavior and misbehavior; develops and implements effective student behavior support plan as needed.
- [Design units and provide instruction and demonstrations to students in a variety of building trades areas which include, but are not limited to the following skills as outlined in the State of Vermont Competency List for Construction Technology programs:](#)
 - [Residential: Basic Construction Skills, Carpentry Level I Skills, and Carpentry Level II Skills.](#)
 - [Commercial: Basic Construction Skills, Carpentry Level I Skills, Plumbing Skills and Electrical Skills.](#)

OTHER PROFESSIONAL OBLIGATIONS

- Understands and keeps current with relevant emerging technologies to ensure the delivery of best practices within the industry.
- Understands and keeps current with local, state, and federal safety regulations, and ensures compliance with those provisions.
- Develops, maintains and fosters positive partnerships and collaborative relationships (e.g. advisory committees) with industry, organized labor, parents, agencies, post secondary institutions and the community in delivering the curriculum.
- Prepares and submits accurate, complete, timely and effective reports as required by law, CCSU policy, and/or administrative regulations. Records may include, but are not limited to:
 - Taking and recording students' daily attendance in the program.
 - Preparing, administering, and grading tests and assignments in order to evaluate students' progress.
 - Assigning and grading class work and homework.
 - Observing, evaluating and recording students' performance, behavior, social development, and physical health.

- Follows all school rules, administrative regulation, and CCSU policy and procedure; assists in upholding and enforcing all administration regulations and rules governing students.
- Develops, manages and oversees the budget for the program ensuring the efficient and most effective use of the resources.
- Participates in EST/CRT/IEP functions including (but not limited to) meetings, developing referral processes, screening referred students, providing supplemental support, and consulting services as requested.
- Actively participates in and contributes to school events, workshops, in-service meetings, teacher trainings, building level staff meetings, district meetings, and other school and district committees/projects.
- Seeks out and actively participates in opportunities for professional development to enhance content knowledge and teaching skills, to support district goals and school action/strategic plans, and/or as may be directed by the Principal/Director.
- Develops and implements an effective system to maintain accurate, complete and confidential student records (both paper and electronic) including student completion of assignments, student progress in learning, and other non-instructional records as required by law, district policy, and administrative regulations.
- Assists the CTE Principal/Director in planning and evaluating program effectiveness and identifying program needs.

SUPERVISION RECEIVED: Supervised, evaluated and receives administrative direction from the Technical Center Director and/or his/her designee.

SUPERVISORY RESPONSIBILITIES: Trains and plans, assigns, directs and is responsible for quality of work of an instructional assistant in the program; monitors work in progress; plays key advisory role in evaluation, hiring, rewarding and disciplining employees; addresses complaints and resolves 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.** Associate's Degree in any field, or the equivalent, AND four or more years of recent industry experience leading to a broad base of knowledge and skills in commercial and/or residential construction with demonstrated ability on residential and/or commercial projects; OR high school diploma (or equivalent) plus some college credits and the ability to complete an Associates degree and the Mentor Program within three years, AND six or more years of recent industry experience leading to a broad base of knowledge and skills in commercial and/or residential construction with demonstrated ability on residential and/or commercial projects. Experience dealing with adolescents and adults, including students with special needs or at-risk of dropping out of school.
- **Knowledge and Skills.** Demonstrates knowledge of planning, delivering, and evaluating instruction based upon knowledge of subject matter, integration of Career and Technical Student Organization standards, Vermont's Career and Technical knowledge and skills competencies, and student, community and workforce needs, including industry standards and procedures.
- **Certifications and Licenses.** Valid Vermont Professional Educator's License with a Career and Technical Education endorsement in Architecture and Commercial Construction (11-17), or a willingness to complete the Mentor Program (approximately 26 credits over a three-year period). An industry-recognized credential offered in the program of instruction preferred and possibly required.

Ability to obtain and maintain a Type I Vermont commercial drivers license (CDL) in order to drive the school bus for the purpose of transporting students to and from program activities/work site desirable, but not required. The district will cover the cost of the class, testing fees, drug tests and licensing fees associated with the CDL.

- **Language Skills.** Ability to read, analyze and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from students, administrators, vendors, and other internal and external constituents.

- Mathematical Skills. Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.
- Computer Skills and Experience. Ability to use GroupWise email for effective communication. Ability to enter and retrieve data from databases (e.g. student information system, SunGard). Experience and ability to effectively use word processing programs - Microsoft Word experience preferred.
- Reasoning Ability/Mental Requirements. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. 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. Commitment and demonstrated ability to work with a team toward common goals.

TOOLS, MATERIALS, EQUIPMENT (*Items lifted, carried, used*): All building materials used in the construction of a residential home including, but not limited to the following:

Ladders — Extension ladders; Fold-up ladders; Non-conducting ladders; Step ladders

Levels — Calibrating electronic levels; Laser levels; Spirit levels; Visible beam laser levels

Personal Fall Protection Devices – Rope/harness systems; Anchorage Lifeline;

Power sanders — Belt sanders; Handheld rotary tools; Random orbit sanders; Sanders

Power saws — Circular saws; Compound miter saws; Reciprocating saws; Worm-drive saws

Scaffolding/Staging – 1st lift; 2nd lift; 3rd lift; Carpenters brackets; Pump jacks

Squares — Combination squares; Framing squares; Layout bars

Frequency	Code	Description
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):

	Frequency	Essential	Not Essential
SITTING	O		X
STANDING	C	X	
WALKING	C	X	
SEEING	C	X	
HEARING	C	X	
TALKING	C	X	
DEXTERITY (hands/fingers)	C	X	
USE OF COMPUTERS AND EQUIPMENT	O	X	

LIFTING			
up to 10 lbs.	F	x	
10-25 lbs.	F	x	
25-50 lbs.	F	x	
50-100 lbs.	O		x
100+ lbs.	S		x
CARRYING			
up to 10 lbs.	F	x	
10-25 lbs.	F	x	
25-50 lbs.	F	x	
50-100 lbs.	O		x
100+ lbs.	S		x
BENDING/STOOPING	F	x	
PUSHING/PULLING	O	x	
TWISTING	O	x	
CLIMBING	S-O	x	
BALANCING	O	x	
CROUCHING	O	x	
KNEELING	O-F	x	
CRAWLING	O	x	
REACHING (i.e., overhead)	O	x	
HANDLING	C	x	
DRIVING	NA-O		x
REPETITIVE MOVEMENTS (hands, feet)	F	x	
MANAGING STRESS	O	x	
RESOLVING CONFLICTS	O	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</i>
EXPOSURE (dust, dirt)	F-C
EXPOSURE (extreme heat – non-weather, flames)	S
EXPOSURE (extreme cold – non-weather)	NA
EXPOSURE (fumes, odors)	S
EXPOSURE (viruses, infectious diseases)	F
EXPOSURE (water)	S
EXPOSURE (hazardous equipment)	O
EXPOSURE (chemicals, hazardous materials)	S
UNEVEN TERRAIN	O-F
OUTDOOR WEATHER CONDITIONS	O-F
VIBRATION/NOISE	C
HEIGHTS	O

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

Driving: Operating a motor vehicle such as a car, truck, van and/or bus

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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.