



Gaston County Schools

Career Development Coordinator/Special Populations Coordinator

(Please see job description as well as licensure requirements for both)

Definition

This is a dual role position that combines CDC and SPC duties. The Career Development Coordinator's (CDC) role is to support Career and Technical Education (CTE) and to provide and coordinate career development services for students participating in CTE. The CDC works collaboratively with administrators, student services personnel, and teachers to ensure the delivery of career development services. CDCs facilitate linkages with parents, business/industry, postsecondary institutions, and community organizations to support students' transition to postsecondary education and employment.

Duties and Responsibilities

- Coordinates career development services.
- Promotes career awareness, exploration, and planning.
- Provides career development, occupational, labor market, nontraditional career, and post-secondary information.
- Assists students with selection of appropriate academic and CTE courses.
- Coordinates career planning activities in classrooms, groups, or individual sessions.
- Provides and coordinates administration and interpretation of career assessments.
- Provides information on postsecondary education programs and employment opportunities.
- Assists students with postsecondary education and employment opportunities.
- Facilitates work-based learning opportunities.
- Provides and coordinates activities for students to develop employability skills.
- Promotes the integration of career research and work-based learning opportunities into CTE and academic courses.
- Promotes the use of technology for career planning and research.
- Facilitates business, education, and community partnerships that provide opportunities for students and support CTE.
- Serves as a liaison with the business, industry, education, and military community.
- Publicizes partnership resources.
- Participates in professional development activities at the local, regional, state, and national levels.
- Engages in professional growth opportunities to remain current with trends, demands, and emerging careers in a rapidly changing workforce.
- Interprets student data for school and district.
- Has teaching duties.
- Other duties as assigned.

Knowledge, Skills and Abilities

- Knowledge of management and supervision.
- Knowledge of local policies, state and federal laws relating to minors and employees.
- Knowledge of technology; contract management.
- Knowledge of methods and procedures of supervision and evaluation.
- Knowledge of current educational theories and practices.



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- Demonstrates positive attitude toward job and remains a flexible and innovative team builder.
- Skilled in data disaggregation and using data for school improvement.
- Ability to articulate school and District policy.
- Ability to have energetic approach to responsibilities.
- Ability to maintain a positive personality.
- Ability to be creative.
- Ability to accept criticism and grow as the result.
- Ability to visualize and implement change.
- Ability to work well under pressure while withstanding stress.
- Ability to be self-motivated.
- Ability to prepare and maintain accurate records.
- Ability to communicate effectively verbally and in writing; establishing and maintaining positive working relationships.
- Ability to demonstrate outstanding leadership.
- Ability to be flexible.
- Ability to manage multiple tasks.

Physical Requirements

- While performing the duties of this job, the employee is regularly required to stand; walk; use hands to finger, handle, or feel objects, tools or controls; reach with hands and arms; talk or hear. The employee is occasionally required to sit and stoop, kneel, or crouch.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- The employee must occasionally lift and/or move up to 10 pounds. Must be able to perform light work exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.
- Must possess the visual acuity to prepare data, work with record processes, and do extensive reading and research.
- Must be physically able to operate a variety of equipment including computers, copiers, etc.

Minimum Education and Experience

- A Bachelor's Degree and current license in any Career and Technical Education Program Area OR a Master's degree in School Counseling or Career Counseling and a clear teaching license as a school counselor. Licensed in Business Education (00760).
- One year of work experience related to business, industry, or labor within the past five years OR one year as a coordinator of work-based learning in a Career and Technical Education program area OR one year work experience in school counseling.
- Completion of Course work (6 hours): a. For those who hold a CTE license: Counseling theory (required), plus three additional hours from among: career development and counseling, career and life planning, career development and occupational information OR b. For those who hold a



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school counseling license: Six hours in: Program planning and organization in Career and Technical Education Work-based learning organization OR Gaston County Schools Completion of the Career Development Facilitator course available through the NC Workforce Development Training Center (in cooperation with NC DPI and NC SOICC) to satisfy all course requirements.

- Must obtain a 747 licensure.

Special Populations Coordinator Job Description: Major Functions

1. Accountability and Planning: Special Populations Coordinator should -

- Assist school and CTE administrators in identifying programs that need improvement to assist special populations students in meeting the performance indicators.
- Assist school and CTE administrators in providing strategies to improve supplementary services for members of special populations in meeting the performance indicators.
- Maintain relevant record keeping and inventory systems related to job responsibilities.
- Coordinate with school and CTE administrators, and other service providers to develop an annual plan of work based on the evaluation and needs assessment results to ensure that students within special populations are receiving adequate supplementary services and career planning.

2. Assessment and Prescription: Special Populations Coordinator should -

- Identify students within special populations each semester, and provide information to CTE teachers and suggest possible teaching strategies.
- Coordinate with CDC and assess the characteristics of students using interest inventories, learning style assessments, or similar instruments.
- With input from the CTE teachers, individually develop, implement and monitor the CDP+.
- Participate on the IEP Team for students enrolled in CTE courses, as needed, in the development and implementation of the CTE and transition components of the IEP.
- Coordinate special services for special populations students.
- Maintain a CTE resource laboratory for members of special populations and CTE teachers.
- Assist with transition services for special populations students.

Coordination with Other Service Providers: Special Populations Coordinator should -

- Collaborate with CTE teachers and other relevant service providers in providing services to special populations students.
- Coordinate with data managers, IMC, special education, vocational rehabilitation, community agencies, businesses/industry, and others to provide supplementary services to members of special populations.
- Facilitate in-service training for school personnel working with students within special populations to improve their abilities and techniques in meeting the special needs of these students.
- Monitor the CTE component of the IEP and CDP+ to ensure that appropriate supplementary services are provided and performance indicators are met.



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- e. Coordinate work experiences and educational trips for special populations students where appropriate.

Monitoring Access, Progress, and Success: Special Populations Coordinator should –

- a. Monitor LEA, School, and course demographic and attainment data to assist in determining maintenance and improvement of access, progress, and success of students within special populations in CTE programs.
- b. Assist in assessing the attainment of performance indicators for students within special populations.

5. Outreach and Recruitment: Special Populations Coordinator should –

- a. Coordinate with CDC, guidance, CTE teachers, and CTSOs to promote recruitment, enrollment, and placement activities for special populations students in CTE.
- b. Provide information about CTE opportunities to special populations students and their parents.

6. Professional Development: Special Populations Coordinator should:

- a. Attend workshops and meetings designed to enhance job performance.
- b. Network with other Special Populations Coordinators in LEA, region and state.

Minimum Education and Experience (based on a CTE license)

- Bachelor's degree and current license in Career and Technical Education program area
- One year related work experience

Clearing specific requirements: Coursework

A total of 12 semester hours is required from the following courses:

- Instructional Methods/Teaching Strategies of Special Needs Students **OR** Diversity **OR** Psychology
- Classroom Assessment and Evaluation **OR** Exceptionalities
- Principles of Career Counseling and Development
- Theories and Techniques of Counseling

Induction

- The 10-hour New Career Development Coordinators/Special Populations Coordinators Induction Program approved by the North Carolina Department of Public Instruction, Division of Career and Technical Education is required
- **Must obtain a 770 licensure**

This Position Reports Directly to: School Principal

Classification: Exempt



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Salary: North Carolina Teacher's Salary Schedule

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.

If offered a position, prospective employee must pass a required health exam, criminal records check, and drug test.

HOW TO APPLY:

Inside and Outside Applicants:

Visit Gaston County Schools' website at www.gaston.k12.nc.us

- Select "Jobs"
- Select "Careers/Job Opportunities"
- Select "Start an application for employment"
- Inside applicants may use Gaston County Schools' employees as references
- Complete online application

The following documents must be uploaded to online application:

- Copies of **official** college transcripts (degree-dated)
- Copy of Praxis and/or Pearson test results or out-of-state tests
- Three completed current Teaching Reference Surveys (from non-Gaston County Schools employees and not from family members) in AppliTrack application
- Copy of Certifications/Licenses, if licensed in out-of-state public schools
- Copy of last evaluation summary/summative

Qualified inside and outside applicants should mail or email letter of interest and résumé to:

Judy Moore, Principal
Bessemer City High School
119 Yellow Jacket Lane
Bessemer City NC 28016
Email: jmmoore@gaston.k12.nc.us