



## **Job Description**

### **Curriculum Instructional Management Coordinator**

**Eligibility Requirements:** Interested applicants must hold or be eligible to hold a North Carolina Instructional Management Coordinator License (830).

**Salary:** North Carolina State Salary Schedule

**Term of Employment:** 11 Months

**FSLA Status:** Exempt

#### **Qualification/Licensure 830**

Bachelor's degree and current license in any CTE program area or a bachelor's degree and current license in Curriculum Development or Instructional Technology

- Five years of work experience within the past eight years in one of the following:
  - Classroom teacher in a CTE program area
  - Professional support in an educational setting:
    - Career Development Coordinator
    - Special Populations Coordinator
    - Curriculum Specialist
  - Instructional Technology Specialist
- Successful completion of IMC 40-Hour Induction Program

**Duties and responsibilities** - The LEA CTE Instructional Management Coordinator (IMC):

- Provides support to CTE teachers and CTE personnel within the local school system
- Assists with implementing CTE curriculum
- Provides technical support and training for CTE teachers and other CTE staff on utilizing 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
- Prepares an annual Instructional Management Coordinator Calendar of Work

#### **Major Functions**

- Curriculum Management and Instructional Support
- Professional Development
- Accountability
- Laws and Policies
- Technology
- Personal Work Habits

## Examples of the Six Major Functions:

- **Curriculum Management & Instructional Support**

- Assist teachers in locating appropriate instructional management resources such as blueprints, curriculum guides, equipment lists, pacing guides, facility guides, and vendor-generated curriculum resources
- Be knowledgeable and able to explain the information within the most current **Status of Curriculum & Assessment** document
- Provide technical assistance in analyzing performance data in the Local Planning System (LPS) to improve instruction and student performance
- Encourage and support the improvement of instruction through a current knowledge of curriculum development and instructional strategies
- Provide technical assistance and support for teachers in understanding and implementing the CTE computerized instructional management system
- 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
- Assist with school redesign initiatives to provide innovation programs, such as Pathway to Prosperity, Career Clusters , Pathways, Project Lead the Way (PLTW), High Schools That Work (HSTW), Early/Middle Colleges with Career Focus, Career-Themed High Schools, and Career Academies
- Understand and facilitate the process of current state and local articulation through collaboration with community colleges and other postsecondary programs
- Have a thorough understanding of the development of any honors course portfolio in order to facilitate the process
- Have a thorough understanding and knowledge of Career Pathways
- Be able to identify concentrators and corresponding Career Pathways
- Facilitate or assist with the application and development process of Local Course Option (LCO)
- Maintain a current knowledge base of Career and Technical Education latest trends, developments, and research

- **Professional Development**

- Coordinate with CTE Director to plan professional development for improvement strategies addressed in the LPs, especially those identified as a Greatest Opportunity for Improvement (GOFI)
- Plan professional development based on information gained from attendance at regional, state, and national conferences/meetings, including integration of academic and CTE curricula
- Provide appropriate professional development to facilitate improvement of all performance indicators, especially those with the Greatest Opportunity for Improvement (GOFI)
- 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)
- Provide test training for all test administrators and proctors prior to the LEA test schedule
- Provide training for teachers in the CTE computerized instructional management system

- **Accountability**

- Coordinate the administration of high school CTE State Assessments
- Have a thorough understanding of the **CTE Statewide Assessment Manual and North Carolina Testing Code of Ethics**
- Understand the importance of securing state assessments, both paper/pencil and electronic versions
- Use the state **Assessment Scheduler** to secure access to state assessments by LEA, School, and Teacher
- Assist with middle school CTE State Assessments
- Be familiar with the most current documents of “**Testing Students with Disabilities**” and “**Testing Students with Limited English Proficiency**”
- Understand the Occupational Course of Study program and its relationship to CTE curriculum and assessments
- Have a thorough knowledge of the types of special population students enrolled in CTE courses, Individualized Education Plans (IEPS), Review of Accommodation Forms (RAUDT) and the legal implications and requirements to provide services to these students
- Understand Limited English Proficiency (LEP) and its relationship to CTE curriculum, state assessments, and accountability (including the CTE Alternative Assessment process)
- Understand the process for requesting CTE Medical Waivers and the effect on accountability
- Generate, analyze, and report state assessment data to key stakeholders to improve the instructional process and student learning
- Understand how state CTE assessment data effects EVAAS
- Understand and facilitate the process of reporting credentials
- Upload/download data as required by the Department of Public Instruction thru DPI’s secured Secure File Transfer Protocol (SFTP) site
- Understand the importance of keeping student information confidential and secure
- Understand and facilitate the process of the Concentrator Feedback Survey
- Understand the process of **Workkeys** and its effect on accountability
- Coordinate the administration of the **Credit for Demonstrated Mastery (CDM)** online State Assessment for CTE courses

- **Laws and Policies** - Knowledge of general legislation and policies, both state and federal

- **Technology:** Be able to access and proficiently use the following:

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| 1. Canvas  | 14. Microsoft Word                            |
| 2. CIMC Calendar-of-Work                           | 15. NC DPI Web Site                           |
| 3. CIMC Evaluation Instrument                      | 16. NC Educator Evaluation System (NCEES)     |
| 4. Credential Sites                                | 17. NCAuth                                    |
| 5. CTE Essential Standards                         | 18. NCCTE Admin                               |
| 6. EDDIE   | 19. NC-SIS Courses and Course Codes           |
| 7. Education Value-Added Assessment System (EVAAS) | 20. NCTest                                    |
| 8. Google Docs                                     | 21. Online Meeting Mgt                        |
| 9. LCO system                                      | 22. PowerSchool                               |
| 10. Local Planning System (LPS)                    | 23. Program Area Moodle PLCs                  |
| 11. Microsoft Access                               | 24. Schoolnet                                 |
| 12. Microsoft Excel (pivot tables)                 | 25. Secure File Transfer Protocol (SFTP) Site |
| 13. Microsoft PowerPoint                           | 26. Third Party Curriculum                    |
|  | 27. Twitter                                   |

- **Personal Work Habits**

- Be able to work well with others and be a team player
- Be able to show initiative and be self-directed
- Demonstrate effective leadership skills which include thinking and problem-solving skills
- Be able to use retrieval skills to locate information
- Demonstrate effective communication skills
- Demonstrate electronic media etiquette
- Exhibit honesty and professional integrity

**Career Development and Special Populations Responsibilities as assigned.**

**Reports To:** CTE Director

**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 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 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.

**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 perform this job.