

## **Career-Technical Education Special Populations Coordinator Job Description**

- 1. Major Function Outreach/Recruitment:** Special Populations Coordinator should -
  - Promote recruitment, enrollment and placement activities for special populations students.
  - Provide information about Career-Technical Education opportunities to special populations students and their parents.
  - Coordinate a Career Development Plan for students enrolled in Career-Technical Education programs.
  
- 2. Major Function Assessment and Prescription:** Special Populations Coordinator should -
  - Identify members of special populations enrolled in Career-Technical Education programs.
  - Assess the special needs (career interests and learning styles are required) of special populations students enrolled in Career-Technical Education programs.
  - Develop and implement the Special Populations Component to the Career Development Plan (Career Development Plan-Plus).
  - Participate in the Individualized Education Program Team for the development and implementation of the Career-Technical Education and Transition components of the Individualized Education Plan (IEP).
  - Coordinate special services for special populations students.
  - Maintain, if possible, a Career-Technical Education Resource Laboratory for members of special populations and Career-Technical Education Teachers.
  - Assist with fulfilling transitional services for special populations students.
  - Provide guidance and career development activities for special populations students.
  
- 3. Major Function Coordination with Other Service Providers:** Special Populations Coordinator should -
  - Collaborate with Career-Technical Education Teachers and other relevant service providers in providing services to special populations students.
  - Coordinate with WIA, Special Education, Vocational Rehabilitation, community agencies, businesses and industry in providing the appropriate supplementary services to members of special populations.
  - Facilitate in-service training for individuals working with members of special populations to improve their abilities and techniques in meeting the special needs of these students.
  - Assist with the development/monitoring of the Career Development Plan- Plus to ensure that appropriate supplementary services are provided and performance indicators are met.
  - Coordinate work experiences and field trips for special populations students.
  
- 4. Major Function Monitoring Access, Progress and Success:** Special Populations Coordinator should -
  - Maintain records documenting access to, progress through, and successful completion of Career-Technical Education Programs for special populations students.
  - Analyze VEIS data to determine maintenance and improvement of access, progress and success of members of special populations in Career-Technical Education Programs.
  - Document the attainment of performance indicators for members of special populations.
  
- 5. Major Function Annual Accountability and Planning:** Special Populations Coordinator should -
  - Identify programs that need improvement to assist special populations students in meeting the performance indicators.
  - Describe strategies to improve supplementary services for members of special populations in meeting the performance indicators.
  - Evaluate incentives and adjustments to determine if adequate services are being provided to members of special populations in meeting the performance indicators.
  - Maintain relevant record keeping and inventory systems related to job responsibilities.
  - Coordinate with appropriate administrative personnel and service providers to develop a Plan of Work based on the evaluation and needs assessment results to ensure that members of special populations are receiving adequate supplementary services and career planning.

## Career-Technical Education Special Populations Coordinator Appraisal System

Coordinator: \_\_\_\_\_ School Year: \_\_\_\_\_

School: \_\_\_\_\_ LEA: \_\_\_\_\_

### Instructions:

1. Based on the evidence from observations and discussion and other forms of data collection, the Evaluator is to rate the Special Populations Coordinator's performance with respect to the seven major functions.
2. The Evaluator is encouraged to add pertinent comments at the end of each major function.
3. The Special Populations Coordinator is provided an opportunity to react to the Evaluator's ratings and comments.
4. The Evaluator and the Special Populations Coordinator must discuss the results of the appraisal and any recommended action pertinent to it.
5. The Special Populations Coordinator and the Evaluator must sign the instrument in the assigned spaces.
6. The instrument must be filed in the Special Populations Coordinator's personnel folder.
7. The rating scale will be as follows:

### Level of Performance

#### **6. Superior**

Performance within this function area is consistently outstanding. Coordinating and teaching practices are demonstrated at the highest level of performance. The Special Populations Coordinator continuously seeks to expand scope of competencies and constantly undertakes additional, appropriate responsibilities.

#### **5. Well Above Standard**

Performance within this function area is frequently outstanding. Some practices are demonstrated at the highest level while others are at a consistently high level. The Special Populations Coordinator frequently seeks to expand scope of competencies and often undertakes additional, appropriate responsibilities.

#### **4. Above Standard**

Performance within this function area is frequently high. Some coordination and teaching practices are demonstrated at a high level while others are at a consistently adequate/acceptable level. The Special Populations Coordinator sometimes seeks to expand scope of competencies and constantly undertakes additional, appropriate responsibilities.

#### **3. At Standard**

Performance within this function area is consistently adequate/acceptable. Coordinating and teaching practices fully meet all performance expectations at an acceptable level. The Special Populations Coordinator maintains an adequate scope of competencies and performs additional responsibilities as assigned.

#### **2. Below Standard**

Performance within this function area is sometimes inadequate/unacceptable and needs improvement. The Special Populations Coordinator requires supervision and assistance to maintain an adequate scope of competencies, and sometimes fails to perform additional responsibilities as assigned.

#### **1. Unsatisfactory**

Performance within this function area is inadequate/unacceptable and most practices require considerable improvement to fully meet minimum performance expectations. The Special Populations Coordinator requires close and frequent supervision in the performance of all responsibilities.

Coordinator's Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**Check appropriate area:**

**1. Major Function: Outreach/Recruitment**

\_\_\_\_\_ Superior  
\_\_\_\_\_ At Standard

\_\_\_\_\_ Well Above Standard  
\_\_\_\_\_ Below Standard

\_\_\_\_\_ Above Standard  
\_\_\_\_\_ Unsatisfactory

- Promote recruitment, enrollment and placement activities for special populations students.
- Provide information about Career-Technical Education opportunities to special populations students and their parents.
- Coordinate a Career Development Plan for students enrolled in Career-Technical Education programs.

**Comments:**

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**2. Major Function: Assessment and Prescription**

\_\_\_\_\_ Superior  
\_\_\_\_\_ At Standard

\_\_\_\_\_ Well Above Standard  
\_\_\_\_\_ Below Standard

\_\_\_\_\_ Above Standard  
\_\_\_\_\_ Unsatisfactory

- Identify members of special populations enrolled in Career-Technical Education programs.
- Assess the special needs of special populations students enrolled in Career-Technical Education programs.
- Develop and implement the Special Populations Component to the Career Development Plan (Career Development Plan-Plus).
- Participate in the Individualized Education Program Team for the development and implementation of the Career-Technical Education and Transition components of the Individualized Education Plan (IEP).
- Coordinate special services for special populations students.
- Maintain, if possible, a Career-Technical Education Resource Laboratory for members of special populations and Career-Technical Education Teachers.
- Assist with fulfilling transitional services for special populations students.
- Provide guidance and career development activities for special populations students.

**Comments:**

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**3. Major Function: Coordination with Other Service Providers**

<input type="checkbox"/> Superior	<input type="checkbox"/> Well Above Standard	<input type="checkbox"/> Above Standard
<input type="checkbox"/> At Standard	<input type="checkbox"/> Below Standard	<input type="checkbox"/> Unsatisfactory

- Collaborate with Career-Technical Education Teachers and other relevant service providers in providing services to special populations students.
- Coordinate with WIA, Special Education, Vocational Rehabilitation, community agencies, businesses and industry in providing the appropriate supplementary services to members of special populations.
- Facilitate in-service training for individuals working with members of special populations to improve their abilities and techniques in meeting the special needs of these students.
- Assist with the development and monitor the Career-Technical Education component of the IEP and Career Development Plan- Plus to ensure that appropriate supplementary services are provided and performance indicators are met.
- Coordinate work experiences and field trips for special populations students.

**Comments:**

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**4. Major Function: Monitoring, Access, Progress and Success**

<input type="checkbox"/> Superior	<input type="checkbox"/> Well Above Standard	<input type="checkbox"/> Above Standard
<input type="checkbox"/> At Standard	<input type="checkbox"/> Below Standard	<input type="checkbox"/> Unsatisfactory

- Maintain records documenting access to, progress through, and successful completion of Career-Technical Education Programs for special populations students.
- Analyze VEIS data to determine maintenance and improvement of access, progress and success of members of special populations in Career-Technical Education Programs.
- Document the attainment of performance indicators for members of special populations.

**Comments:**

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**5. Major Function:**

**Annual Accountability and Planning**

\_\_\_\_\_ **Superior**  
\_\_\_\_\_ **At Standard**

\_\_\_\_\_ **Well Above Standard**  
\_\_\_\_\_ **Below Standard**

\_\_\_\_\_ **Above Standard**  
\_\_\_\_\_ **Unsatisfactory**

- Identify programs that need improvement to assist special populations students in meeting the performance indicators.
- Describe strategies to improve supplementary services for members of special populations in meeting the performance indicators.
- Evaluate incentives and adjustments to determine if adequate services are being provided to members of special populations in meeting the performance indicators.
- Maintain relevant record keeping and inventory systems related to job responsibilities.
- Coordinate with appropriate administrative personnel and service providers to develop a Plan of Work based on the evaluation and needs assessment results to ensure that members of special populations are receiving adequate supplementary services and career planning.

**Comments:**

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**6. Major Function:**

**Interacting Within the Educational Environment**

\_\_\_\_\_ **Superior**  
\_\_\_\_\_ **At Standard**

\_\_\_\_\_ **Well Above Standard**  
\_\_\_\_\_ **Below Standard**

\_\_\_\_\_ **Above Standard**  
\_\_\_\_\_ **Unsatisfactory**

- Treats all students in a fair and equitable manner.
- Interacts effectively with students, co-workers, parents and the community.
- Participates in, upon request, LEA committees designed to plan for various aspects of the total Career-Technical Education program.

**Comments:**

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**7. Major Function: Performing Non-Instructional Duties**

\_\_\_\_\_ Superior  
\_\_\_\_\_ At Standard

\_\_\_\_\_ Well Above Standard  
\_\_\_\_\_ Below Standard

\_\_\_\_\_ Above Standard  
\_\_\_\_\_ Unsatisfactory

- Carries out appropriate non-instructional duties as assigned and/or as need are perceived.
- Adheres to established laws, policies, rules and regulations.
- Follows a plan for professional development and demonstrates evidence of growth.

**Comments:**

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**Evaluator's Comments:**

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**Coordinator's Reaction to Evaluation:**

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\_\_\_\_\_  
**Principal's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Coordinator's Signature**

\_\_\_\_\_  
**Date**

(Signature indicates that the written evaluation has been seen and discussed.)

**Copy Distribution: Personnel Department, Observer/Evaluator/Principal, and Special Populations Coordinator**

**In accordance with Stature G.S. 115C-325 a copy of this evaluation will be placed in the Special Populations Coordinator's Personnel file five days from date of signing by evaluator and/or Special Populations Coordinator.**