

ERIE COUNTY TECHNICAL SCHOOL

Job Qualifications

TITLE:	Transition Center Program Coordinator
DEPARTMENT:	High School Programs
REPORTS TO:	Supervisor of Special Education, Principal, & Director
REQUIREMENTS:	PA Department of Education Certification in Special Education required. Master's Degree in Special Education, Family Consumer Science Certification, and experience with Work-Based Learning or Cooperative Education preferred. Must have or be willing to get Act 34, 151, & 114 Clearances.
TALENTS:	This position requires the employee to support the mission and future vision for the school, to have a drive to be of service to others, and to promote a service mentality through leadership and modeling for students. In addition, the employee must have the ability to plan curriculum, instruction, and assessment while assuming personal accountability for their work, solving problems, orchestrating activities, and capitalizing on relationships with industry, community partners, and other staff members.
JOB STATEMENT:	The Transition Center Program Coordinator will be responsible for providing instruction in service occupations, job exploration, employability skills, and specific technical areas as well as planning hands-on learning experiences and work-based learning opportunities on campus and in the community. The ideal candidate will have a strong background in Special Education and Work-Based Learning, a commitment to student success, and the ability to foster a collaborative and engaging learning environment.
PERFORMANCE RESPONSIBILITIES:	1. Instruct and plan curriculum in a specific technical areas (e.g., food service, custodial/maintenance, housekeeping, landscape/agriculture) in accordance with state and industry standards, as well as the school's curriculum. Utilize industry-relevant instructional strategies and materials to prepare students for successful careers. 2. Plan for program safety, teach safety, and reinforce best practices in safety, a necessity in all workspaces. 3. Organize and manage inventory for the Transition Center (TRC) Program, which includes preparing and maintaining the lab and classroom spaces, ordering of materials, equipment, and supplies, and reporting inventory biannually. 4. Provide practical, real-world, and hands-on learning experiences in the classroom, Laboratory, and community settings. Ensure students gain the technical skills and industry certifications required for their chosen field. Supervise students during all activities and work-based learning experiences. 5. Design and administer assessments to effectively measure student progress in technical competencies, academic achievement, and employability skills. Maintain accurate records of

student performance and provide timely feedback that supports student growth while aligning with industry standards and the program's required task list. Modify instruction based on individual learning needs and skill attainment, within the reasonable expectations and demands of the industry.

6. Work closely and collaboratively with colleagues, including other special education and CTE instructors, academic teachers, instructional aides, and administration, to ensure students receive a comprehensive education. Collaborate with industry partners, local businesses, and post-secondary institutions to enhance curriculum and provide students with career exploration opportunities.
7. Support students in Career Preparation and Post-Secondary Planning, such as resume building, job interviews, internships, service learning, industry certification exams, and other work-based learning experiences. Assist students in identifying career pathways, further education opportunities, career advancement opportunities, and industry certifications relevant to their field of study.
8. Foster a positive, safe, and inclusive classroom environment conducive to student learning and growth. Establish clear rules, procedures, and expectations for classroom management, handling of attendance and behavior, and assessing student performance. Address disciplinary issues as needed in a professional manner.
9. Stay current through professional development with industry trends, emerging technologies, and best practices in special education and CTE instruction. Participate in ongoing professional development activities to enhance teaching effectiveness and technical expertise.
10. Ensure compliance with state and federal regulations regarding special education and CTE programs and student privacy. Maintain up-to-date certification in relevant education and technical fields. Follow all school policies and procedures.
11. Participate in school events, parent conferences, committee meetings, faculty meetings, open houses, and other school-related activities.
12. Perform other duties as assigned.

QUALIFICATIONS:

1. Skills & Abilities:
 - Strong understanding of special education law, including IDEA and Section 504.
 - Ability to differentiate instruction and adapt materials for students with varying needs, including supporting hands-on learning experiences that align with industry requirements.
 - Excellent communication and interpersonal skills to effectively interact with students, parents, colleagues, member districts, and industry partners.
 - Proficient in the use of technology for instruction, communication, and progress monitoring.
 - Strong organizational skills and the ability to manage multiple tasks and priorities effectively.
2. Personal Attributes:
 - Patience, empathy, and a genuine desire to support students in reaching their full potential.
 - Passionate about career and technical education and committed to student success.
 - Ability to foster a supportive learning environment at school and in the community.
 - Ability to work collaboratively with all stakeholders.
 - Creative, adaptable, and open to change, including new initiatives, teaching methods, and technologies.

- Supportive of shared values and visions of Leadership: (1) The Be-Attitudes (PRIDE acronym), (2) How Children Succeed Research (Character Strengths of Gratitude, Optimism, Zest, etc.), and (3) High Levels of Character, Service, and Effort.

WORKING CONDITIONS:

1. Full-time position with standard school hours.
2. Occasional after-school or evening work for meetings, events, or student-related activities may be required.
3. Classroom, laboratory, and outside environment, with some exposure to hands-on equipment and tools as well as work sites in the community.

Professional Unit Position: Union Employment Contract

Terms of Employment: 185 days

I have reviewed the above job description and analysis and understand the requirements of the position _____ (Initials).

Employee

Date

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