

JOB DESCRIPTION

Job Title	CTC Classroom Teacher – Agri-Science Program
Building	Career-Tech Center
Department/Program	Career-Tech Services
Adopted	March, 1994
Amended	April, 2026

General Purpose

The Career-Tech Center Classroom Teacher shall organize, coordinate, promote, and give direction to a comprehensive instructional program for the Newaygo County Career-Tech Center. Instruction is rounded in the Newaygo County Career-Tech Center's Portrait of a Graduate competencies, with an intentional focus on developing students' perseverance, communication, critical thinking, adaptability, and empathy alongside technical skill attainment. Instructors are expected to intentionally integrate these competencies into instruction, classroom culture, and student learning experiences, ensuring students develop both technical expertise and durable, transferable skills aligned to industry and workforce expectations.

Qualifications & Requirements

- Minimum of Bachelor's Degree.
- Valid and current Michigan Teaching Certificate or eligible to teach Classification of Instruction Program with an Annual Career Authorization (which requires a minimum of 4,000 hours of recent and relevant work experience).
- CTE endorsement in specific job area.
- Experience working with high school age students and diverse student populations (preferred).
- Solid organizational and planning skills.
- Strong verbal and written communication skills.
- Able to work as a member of a team and contribute to the agency vision and goals.
- Able to demonstrate confidentiality in all matters.
- Positive leadership skills.
- Must complete and pass required criminal history check.

Essential Duties (shall include, but are not limited to the following):

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

PROGRAM SPECIFIC DUTIES

- Deliver engaging standards-aligned instruction in agricultural sciences, animal science, plant science, agribusiness, agricultural mechanics, and natural resources. Differentiate instruction using classroom, laboratory, greenhouse, and field-based learning experiences.
- Supervise the safe operation and educational use of agricultural laboratories, greenhouse facilities, barns, livestock, agricultural equipment, and tools while ensuring compliance with all applicable safety, environmental, and animal care standards.
- Collaborate with the Barn Manager and other instructional staff to coordinate livestock care, facility operations, equipment maintenance, inventory management, and instructional activities that support authentic student learning.
- Develop and sustain partnerships with agricultural employers, producers, community organizations, and post-secondary institutions to expand work-based learning opportunities, industry certifications, dual enrollment, advisory committee engagement, and career exploration.

- Advise and support students through FFA participation, Supervised Agricultural Experiences (SAEs), leadership development, career development events (CDEs), and other authentic agricultural learning experiences that promote technical and employability skills.
Maintain compliance with Michigan Office of Career and Technical Education (OCTE) requirements by participating in continuous program improvement, maintaining required program documentation, utilizing student performance data, supporting credential attainment, and promoting equitable access to high-quality agricultural education.

MEET INDIVIDUAL NEEDS

- Integrate Portrait of a Graduate competencies into instructional practices to support the development of the whole learner.
- Determine student needs and interests.
- Determine, for a unit, group or individuals, learning experiences based on individual differences of students.
- Enrich instruction to challenge the abilities of the more capable students.
- Reinforce learning.
- Provide remedial work for slow learners.
- Assemble individual student files documenting personal characteristics, attitudes and grades.
- Demonstrate a regard for and an interest in students as individuals.
- Develop constructive working relationships among students.
- Demonstrate personal concern for the student and his/her family.
- Conduct home visits with an administrator when recognized as being in the student's best interest.
- Recognize potential problems of students.
- Conduct conferences with a students.
- Confer with students and parents/guardians, when deemed necessary, regarding educational development.
- Present information to students on occupational opportunities.
- Present information to students on advanced training and educational opportunities available to them.
- Assist students in determining ways to best describe their salable skills.
- Write letters of recommendation for students.
- Assist graduating students in preparing for interviews with potential employers.
- Assist students in securing and completing applications for jobs, scholarships, or college applications.

CONTRIBUTE TO THE TOTAL SCHOOL EFFORT

- Write general goals for the career and technical education program offering.
- Specify the long-range facility, equipment and supply needs for career and technical education programs.
- Analyze provided follow-up information on the placement, employment, and training status of each program graduate.
- Maintain contact with employers of program graduates to assess effectiveness of instruction.
- Assess the relevancy of the career and technical education offering.
- Assist in supplying the data for required administrative records.
- Provide approved safety apparel and devices for career and technical students assigned to hazardous equipment.
- Maintain a record of safety instruction presented in compliance with safety laws and regulations.
- Identify the role and function of the selected advisory committee members.
- Establish the criteria for selection of advisory committee members.
- Obtain administrative approval of selected advisory committee members.
- Orient the advisory committee members to their role and function.
- Serve as the liaison between the advisory committee and the school administration.

MANAGE EQUIPMENT, TOOLS AND SUPPLIES

- Select tools and/or equipment for a lesson.
- Assemble consumable supplies for instructional purposes.

- Identify and requisition new supplies, tools and/or equipment needed for the academic year.
- Establish and maintain a system for repairing and servicing tools and equipment in the laboratory.
- Maintain an inventory of tools, supplies, and equipment.
- Arrange for the storage and security of supplies and equipment.
- Implement student check-out procedures for tools, supplies, and equipment used in the laboratory.
- Devise a system for determining and billing of consumable supplies and services rendered for students and the public consistent with school policy.

DEVELOP CURRICULUM

- Identify the competencies needed for entry into an occupation.
- Identify and describe the occupational standards of performance for each task in an occupation.
- Develop career and technical education offerings by clustering and sequencing related tasks.
- Incorporate Portrait of a Graduate competencies into curriculum design, ensuring alignment between technical content and durable skill development.
- Identify the skill, knowledge, and attitudes required for the performance of each task included in a career and technical offering.
- Design learning experiences that require students to apply critical thinking, adaptability, and problem-solving in real-world and industry-aligned contexts.
- Write and sequence student performance objectives for the career and technical education offering.
- Consult the advisory committee in developing a long-range program plan for career and technical education program.
- Sequence student performance objectives for an offering in the career and technical education program.
- Select student performance objectives for a unit.
- Write a content outline for the career and technical education program.
- Develop and prepare instructional material.

IMPLEMENT CURRICULUM AND EVALUATE PROCEDURES

- Correlate unit content with on-the-job and/or laboratory experiences.
- Select methods of evaluating student performance throughout a unit.
- Select methods of evaluating students' attainment of specific student performance objectives.
- Obtain textbook, reference, and other instructional materials.
- Conduct field trips.
- Direct students in gathering information from sources in the community.
- Direct students in instructing other students.
- Direct student laboratory experience.
- Guide student progress through the use of operation and/or job sheets.
- Establish criteria for student performance.
- Formulate a system of grading consistent with school policy.
- Appraise student products according to occupational performance standards.
- Appraise students' performance in relation to student performance standards.
- Record student attendance according to school policy.
- Record student grade according to school policy.
- Devise self-evaluation techniques for use by students.
- Arrange for students to evaluate their own progress.
- Engage in cooperative evaluation of achievement with students.
- Determine students' grades based on related instruction and laboratory or on-the-job experience.
- Review student progress and/or achievement records to assess effectiveness of instruction.

IMPLEMENT A SYSTEM OF CLASSROOM MANAGEMENT AND DISCIPLINE

- Uphold school standards of expected student behavior.
- Formulate and uphold acceptable standards of behavior in classrooms and laboratories.
- Carry out approved disciplinary action when warranted.
- Encourage students to exercise self-discipline.

- Control aggressive behavior.
- Schedule laboratory equipment for maximum utilization by students.
- Direct students in a system for cleaning and maintaining the laboratory.
- Arrange laboratory work areas and storage space to facilitate student work performance.
- Arrange layout of the career-tech laboratory to simulate the occupational environment.

OTHER

- Provide feedback to the Principal/Director on supplies and equipment to promote the most cost-effective and efficient program possible.
- Engage in professional learning opportunities.
- Predictable/reliable attendance.
- Act as a resource, if needed, to employees, students and the general public visiting the NC RESA.
- Possess knowledge of NC RESA's organization, mission and philosophy.
- Perform other duties deemed appropriate by Administration.

Relationships & Commitment

The CTC Classroom Teacher shall be directly accountable to the CTC Principal and shall demonstrate commitment to the mission of the Newaygo County RESA through:

- Adherence to and enforcement of agency policies and administrative regulations.
- Performance resulting in quality outcomes.
- Performance resulting in internal and external consumer satisfaction.
- Continuous personal and professional improvement and development.
- Positive interpersonal relationships with colleagues and consumers.
- Continuously improving performance through internal and external evaluation.
- Exhibiting the mental/physical ability and stamina to meet essential duties of position.
- Supporting the agency and department in the Continuous Improvement Plan.

Other Required Skills

- Able to communicate effectively (language skills).
- Able to work with mathematical concepts (mathematical skills).
- Able to define problems, collect data, establish facts, and draw valid conclusions (critical thinking skills).
- Physically able to successfully perform the essential functions of the job (physical demands). Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

- General school building/classroom/workshop/lab setting; the noise level in this position varies.

Terms of Employment

- Contracted employee (exempt under FLSA regulations)
- School year position; 7.25 hours per day
- Position covered under NCEA Master Agreement

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned. The RESA does not discriminate and prohibits discrimination or harassment in any program or activity that it operates, including in admission and employment, as required by Title IX and other applicable law, on the basis of race, color, national origin, religion, sex (including sexual orientation and gender identity/expression), marital status, pregnancy status, genetic information, disability, age, or any other basis prohibited by law.

NC RESA reserves the right to alter/amend this job description at any time, following language in the NCEA Master Agreement.