

# DACUM Research Chart for Ohio Career-Technical and Adult Education Leader

## DACUM Panel

Robert G. Berns, Professor  
Bowling Green State University  
Bowling Green, OH

Karen Blocher, Project Director  
Tech Prep, OSU/CETE  
Columbus, OH

John A. Boggess, Superintendent  
Miami Valley Career Technology Center  
Clayton, OH

Mary Beth Ditmer, Director of  
Instructional Development  
Miami Valley Career Tech. Center  
Clayton, OH

Steve Jackson, Senior Vice President  
Great Oaks Institute of Tech. &  
Career Development  
Cincinnati, OH

Rebecca S. Lowry, Deputy Chief  
Post-Secondary Education  
Cleveland Municipal School District  
Cleveland, OH

Sharon Mastroianni, Director  
EHOVE Career Center  
Milan, OH

Celena Roebuck  
Director of Curriculum & Technology  
Cuyahoga Valley Career Center  
Brecksville, OH

Vince Roessner, Superintendent  
Warren County Career Center  
Lebanon, OH

Kathy Sommers  
Assistant Director, CTAE ODE  
Columbus, OH

Sheila Thompson  
Whole School Improvement Coordinator  
Licking County JVS  
Newark, OH

John Villers  
Director Post-Secondary Adult Education  
Upper Valley JVS  
Piqua, OH

## Project Consultant

Charlotte R. Coomer  
Dublin, OH

## DACUM Facilitator

Robert E. Norton, CETE/OSU  
Columbus, OH

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Duties	← Tasks →				
<b>A</b> <b>Create a Strategic Plan</b>	A-1 Establish need for strategic planning	A-2 Identify facilitator to guide strategic planning process	A-3 Establish groups to participate in strategic planning	A-4 Collect pertinent data (e.g., environmental scan, historical documents, community needs)	
	A-11 Follow up on the strategic planning process outcomes				
<b>B</b> <b>Provide Instructional Leadership</b>	B-1 Disseminate findings of pedagogical research	B-2 Share best practices	B-3 Educate staff on standards, legislation and mandates		B-4 Reinforce use of learning theories and contextual teaching and learning
	B-10 Adopt initiatives that enhance student achievement		B-11 Ensure instructional support services	B-12 Establish an environment of raising student performance through instruction	
<b>C</b> <b>Institute Accountability System</b>	C-1 Establish a system for budget development	C-2 Align budget to strategic plan	C-3 Establish budget monitoring system	C-4 Assess budgetary practices and procedures for efficiency and compliance with funding source	
<b>D</b> <b>Develop Human Resources</b>	D-1 Align positions with vision and mission	D-2 Determine staffing needs	D-3 Assess staff credentials	D-4 Develop work plan targets	D-5 Develop individual work plans
	D-12 Recognize individual staff accomplishments		D-13 Facilitate personnel matters for staff	D-14 Develop staff succession plan	
<b>E</b> <b>Develop Resources for Capital Improvement</b>	E-1 Assess facility and equipment needs with input from advisory committee		E-2 Develop facility and equipment plan aligned with strategic plan		E-3 Identify existing funding sources
<b>F</b> <b>Market CTAE</b>	F-1 Review "marketing" efforts	F-2 Determine the need for a marketing plan	F-3 Develop marketing plan aligned with vision, mission, and philosophy		F-4 Monitor marketing plan aligned with vision, mission and philosophy
<b>G</b> <b>Engage Communities</b>	G-1 Establish collaborative relationships	G-2 Contribute to collegial networks (Ohio and beyond)		G-3 Promote CTAE as the accepted provider of educational and training services	
<b>H</b> <b>Influence Policy And Legislation</b>	H-1 Analyze environmental factors (BOE, ODE, BOR, Legislature, General Assembly, Department of Labor, Congress, elected officials, legislature aides)			H-2 Analyze policies for appropriate action	H-3 Participate in the legislative process
<b>I</b> <b>Serve Constituents</b>	I-1 Assess student academic and workforce development needs		I-2 Partner with the associate schools in meeting the needs of CTAE students		I-3 Meet the needs of business for economic development

A-5 Interpret information to prepare plan	A-6 Verify process with various stakeholders	A-7 Recreate vision, mission, using data and plan	A-8 Prepare action plans based on strategic plan	A-9 Involve staff and other stakeholders in implementing strategic plan		A-10 Support change based on strategic plan
B-5 Provide for professional development in pedagogy and content (technical and academic)		B-6 Model effective instructional practices	B-7 Support action research (e.g., experimentation)	B-8 Assure alignment of curriculum, instruction, and assessment with standards		B-9 Analyze reform initiatives
B-13 Improve instruction and student achievement based on data						
C-5 Institute effective information systems	C-6 Establish system for monitoring student achievement		C-7 Establish employee accountability systems	C-8 Monitor safety standards compliance (e.g., Federal, state, local)		
D-6 Develop infrastructure to accomplish mission/vision	D-7 Remove barriers to success	D-8 Involve staff in decision-making	D-9 Evaluate staff for improvement	D-10 Establish professional development plan		D-11 Develop support system for staff (e.g., mentors)
E-4 Identify alternative sources of funding	E-5 Identify alternative methods of program delivery (e.g., partners, colleges, businesses)		E-6 Arrange for capital improvements	E-7 Purchase tools and equipment	E-8 Establish a review system for facilities and equipment	E-9 Establish a maintenance plan
F-5 Determine whether to implement a marketing plan	F-6 Assess marketing plan results	F-7 Identify internal and external target markets	F-8 Identify ideas, products, and services to market		F-9 Establish branding	F-10 Serve in a CTAE ambassador role
G-4 Position CTAE as a key stakeholder in economic development						
H-4 Advocate for the positive outcomes of CTAE	H-5 Participate in professional associations that advocate for CTAE	H-6 Draft proposals, policy, and legislation	H-7 Bridge constituent groups and jurisdictions	H-8 Support favorable policy makers with data		
I-4 Meet the needs of post-secondary institutions for preparing students for post-secondary education		I-5 Address elected officials on the need for an educated electorate and workforce development		I-6 Balance the needs of constituent groups	I-7 Involve constituent groups in establishing mutually beneficial partnerships (e.g., work-based exp., dual enrollment)	

## CTAE Leadership Knowledge/Skill Set Areas

- Expertise in education and business
- Multi-faceted – be able to transcend many audiences
- SCANS skills
- Trends
  - CTAE
  - Demographics
  - Economics
  - Education
  - Government
  - Technology
  - Society
- Knows standards
  - industry
  - pedagogical – best practices
  - academic
  - technical
  - professional development standards
- History of CTAE
- Technological skills
- Project management skills
- Organizational skills
- Facilitation skills
- Communication skills
- Budgeting and school finance
- Public relations
- Customer service
- Team building
- Legislation/legislative skills
- Professional associations
- Collective bargaining/ unions and negotiating
- Data-driven decision-making; measurement and accountability
- Research
- Facilities
- Student demographics
- Change processes and change management
- Labor unions and groups
- Advisory committee work
- Distinguish between amateur and professional work
- People skills/conflict resolution skills
- Multi-tasking skills
- Systems and parts
- Ability to quickly customize curriculum and programs/business orientation
- Understand environment
  - Boards of Education
  - Board of Regents
  - Teachers’ Associations
  - Department of Education
  - Legislature, Congress
  - Labor
  - Agencies

## CTAE Leader Qualities

- |                                  |                       |                           |
|----------------------------------|-----------------------|---------------------------|
| Advocate                         | Innovative            | Risk taker                |
| Analytical                       | Insightful            | Self-assured              |
| Anticipatory                     | Inspirational         | Self-knowledge            |
| Articulate                       | Integrity             | Sense of humor            |
| Assertive                        | Intuitive             | Sense of timing           |
| Caring                           | Loyal                 | Servant                   |
| Change agent                     | Motivator             | Service orientation       |
| Collaborator                     | Nurturing             | Straight forward          |
| Committed                        | Optimistic            | Teacher-trainer           |
| Complimentary                    | Organized             | Team builder              |
| Confident                        | Passionate            | Technologically competent |
| Consensus builder                | Patient               | Tenacious                 |
| Continual learner                | Perceptive            | Thick skinned             |
| Courageous                       | Persistent            | Thoughtful                |
| Creative                         | Politically savvy     | Tireless                  |
| Dedicated                        | Practical             | Trustworthy               |
| Dependable                       | Predictor of trends   | Up-to-date                |
| Detail oriented                  | Proactive             | Value differences         |
| Dynamic                          | Professional courtesy | Value driven              |
| Empathetic                       | Professional demeanor | Visible                   |
| Ethical                          | Professional          | Visionary                 |
| Experienced                      | Quality driven        | Volunteering              |
| Focused                          | Recognize achievement | Well balanced             |
| Fun loving                       | Reflective            | Well connected            |
| Genuine                          | Resourceful           | Well read                 |
| Global – big picture perspective | Respectful            |                           |
| Good listener                    | Responsible           |                           |
| Humble                           | Responsive            |                           |

## Acronyms

- BOE Board of Education  
 ODE Ohio Department of Education  
 BOR Board of Regents  
 CTAE Career, Technical, and Adult Education

**NOTE: The reader should not interpret these areas and tasks as occurring in a fixed sequential order.**