

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: COORDINATOR II - EC CURRICULUM and PROFESSIONAL DEVELOPMENT EXCEPTIONAL CHILDREN SERVICES

GENERAL STATEMENT OF JOB

Under general supervision, performs a variety of administrative tasks in coordinating the successful implementation of district initiatives, programs, and curriculum as aligned with the Common Core Standards and Extensions to the Common Core. Employee is responsible for interpreting changes to the North Carolina Curriculum, informing teachers and principals of the implications of those changes, and ensuring that instruction is aligned with curriculum goals as it relates to students with disabilities. Employee coaches teachers in developing strategies and techniques for assessing and increasing achievement of students with disabilities. Employee also assists teachers with curriculum program selection and implementation. Employee will assist general and special education teachers with other materials selection and provides teachers with various tools and resources to aid instruction for addressing the needs of students with disabilities. Employee assists administrators with evaluating the effectiveness of initiatives implementation and develops strategies for instruction as it relates to students with disabilities. Reports to the Executive Director of Exceptional Children.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Assists K through 12 teachers with improving techniques for special education instruction and improving overall student achievement; provides specialized education instructional strategies and various tools to aid the instructional process; observes teachers and provides feedback and/or demonstration lessons as needed.

Assists with the overall evaluation of district and special education department initiatives and programs and develops strategies for improvement; coordinates and provides staff development opportunities for teacher assistants, teachers, administrators and other support staff.

Ensures teachers and principals are familiar with any changes to the North Carolina policies and accountability for students with disabilities; designs curriculum, new course offerings and facilitates discussions regarding appropriate EC student participation in curriculum/programs.

Assist with the development of alternative district assessment tools.

Keeps parents, administrators and community citizens informed about various district and department initiatives to resolve special educational issues.

Schedules and conducts meetings for school contacts as assigned.

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Participates in regularly scheduled departmental meetings as required.

Collaborates with other curriculum specialists and academic coaches in special education and general education to provide an integrated program.

Provides support to teachers in their classrooms through coaching, modeling, and mentoring.

ADDITIONAL JOB FUNCTIONS

Communicates with principals and district staff regarding curriculum support for students with disabilities.

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Master's degree in the field of Special Education preferred and/or extensive course work in education. Five to seven years of teaching experience in special education, including program coordination and delivery of professional development, or any equivalent combination of training and experience which provides the required knowledge, skills, and abilities. Experience with providing instruction for students with low incidence disabilities.

SPECIAL REQUIREMENTS

Must be certified to teach in the State of North Carolina and hold a current teachers license. Must possess a valid North Carolina Driver's License.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, overhead projectors, typewriters, copiers, facsimile machines, calculators, protractors, compasses, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body. Light work usually requires walking or standing to a significant degree.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments or directions to subordinates or assistants.

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Language Ability: Requires the ability to read a variety of correspondence, reports, forms, applications, purchase orders, test results, etc. Requires the ability to prepare correspondence, reports, presentations, newspaper articles, requisitions, forms, evaluations, budgets, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in Standard English.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principles of algebra, trigonometry, geometry, calculus and descriptive statistics.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment and hand tools. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Does not require the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Thorough knowledge of theories and principles in specified content area.

Thorough knowledge of the North Carolina State Curriculum.

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Considerable knowledge of the current literature, trends, and developments in the field of education.

Considerable knowledge of the principles of supervision, organization and administration.

General knowledge of the County and School Board policies, procedures and standards regarding education.

General knowledge of the organization and communication channels of the school system.

General knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

General knowledge of the grant application and administration process.

Skilled in coaching and leadership.

Ability to review and evaluate testing results and to develop a plan of action based on conclusions.

Ability to select appropriate and effective textbooks and other materials.

Ability to develop innovative and effective instructional materials.

Ability to use common office machines and word processing, spreadsheet and file maintenance programs.

Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information.

Ability to develop meaningful annual budgets.

Ability to effectively express ideas orally and in writing.

Ability to make effective oral presentations before large groups of people.

Ability to exercise considerable tact and courtesy in frequent contact with the public.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

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

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as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.