

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: COORDINATOR - INDIAN EDUCATION

GENERAL STATEMENT OF JOB

Under general supervision, employee will work closely with all GCS educators and schools to identify equity gaps in meeting the needs of all students of color and other diverse groups. Employee will coordinate full support for Native American students in particular and other diverse groups in general as necessary to produce improved educational outcomes for district students. Employee will identify and track Native American students in the school system, providing them with counseling services for attendance, behavior and academic problems while encouraging their participation in cultural, educational and leadership activities in the community. Employee will assist Native American high school seniors in planning for the transition to future endeavors. Employee will also work closely with the Indian Education Parent Committee and other diverse parent groups to provide counseling, support and activities consistent with the traditions and culture of the each population. Employee maintains professional standards of the program and strives to meet the goals and objectives stated in the federal grant for Native American Education, the African-American male initiative and other. Reports to the appropriate supervisor.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Identifies Native American students in the school system; counsels students on attendance, behavior, and academic problems; encourages students to participate in cultural, educational and leadership activities in the Community.

Plans and monitors overall Indian Education activities, assists in developing, coordination and implementing Indian History and Cultural Activities.

Works closely with principals, teachers and parents to provide services to students; conducts workshops for parents and students; works closely with an Indian Education Parent Committee and attends their meetings.

Works to meet the goals and objectives of Indian Education stated in grants; strives to reduce dropout rate, increase enrollment and attendance, and increase the graduation rate of Native American students; tracks student attendance and behavior.

Conducts home and school visits; assists with finding tutors for students who need them; works with high school seniors in planning their transition to further education, a career, etc.; plans a Career Day and Student Recognition Day for Native American students.

Develops and maintains records of activities, student contacts, etc.; prepares various reports and shares them with the Parent Committee.

COORDINATOR - INDIAN EDUCATION

Coach teachers in developing a culturally responsive approach to providing instruction and support to all students.

Make regular classroom visits to evaluate culturally responsive instructional pedagogy and equitable classroom management with all teachers and staff.

Work with individuals teachers to address specific instructional challenges and to support the development of teacher-student relationships.

Engage in collegial coaching with school administrators and staff to help identify and implement successful equity focused practices leading to closing achievement gaps.

Meet weekly or as needed with the Directors of Diversity, Equity and Inclusion, School Support Officers to discuss issues related to equity challenges in the schools.

Assists with the overall training support of diversity initiatives and programs and develops strategies for improvement; coordinates the delivery of ongoing and strategic staff development opportunities.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Bachelor's degree with 3 to 5 years of experience in teaching and coaching including program coordination and delivery of professional development; or any equivalent combination of training and experience which provides the required knowledge, skills, and abilities. A Master's degree is preferred. Must possess a valid North Carolina Driver's License.

MINIMUM OUALIFICATIONS 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.

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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.

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; and utilize decimals and percentages.

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

Considerable knowledge of theories and principles in specified content area or pedagogy in general.

COORDINATOR - INDIAN EDUCATION

Considerable knowledge of the North Carolina State Curriculum.

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

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 preparing and delivering presentations.

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

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