

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: COORDINATOR II – COLLABORATIVE COACHING EXCEPTIONAL CHILDREN SERVICES**

#### **GENERAL STATEMENT OF JOB**

Under general or occasional supervision, the CCT Program Administrator performs a variety of professional, administrative, and leadership tasks to coordinate activities in the Department of Exceptional Children in the Guilford County Schools as well as to coordinate the successful implementation of district initiatives, programs and curriculum as aligned to Common Core Standards and the Extensions to the Common Core. The purpose of this position is to work with schools to address student outcomes, internal and external communication, compliance, instructional improvement and to build capacity throughout the district to meet the needs of all children and ensure a free appropriate public education for all students with disabilities. Employee works to build district capacity for effective, collaborative decision-making. Employee coaches teachers in developing strategies and techniques for assessing and increasing achievement of students with disabilities. Also included is planning, developing, organizing, conducting and monitoring of staff development for Guilford County School employees as it relates to students with disabilities. Work involves advising school principals to assure that IEP Teams are constituted and function in accordance with legal requirements and ensuring the implementation of required policies and procedures affecting students with disabilities. Employee works collaboratively with teachers, school psychologists, and related services personnel to assure that psychological reports, medical reports, IEPs, achievement test results, and instructional data are available to assist in identification, eligibility, placement, IEP development, service provision, and instruction for students with disabilities. Work is guided by and must be in compliance with federal and state statutes and regulations. Employee must exercise independent judgment, leadership, and initiative in the performance of assignments. Reports to the Executive Director of Exceptional Children's Services.

#### **SPECIFIC DUTIES AND RESPONSIBILITIES**

##### **ESSENTIAL JOB FUNCTIONS**

###### **Compliance**

Ensures the implementation of required policies and procedures affecting students with disabilities.

Works with principals and teachers to interpret compliance as a process for supporting teaching and learning.

Works cooperatively with the school principal to assure that the IEP Team is constituted and functions in accordance with legal requirements.

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Serves as LEA Representative on IEP Teams as assigned by the EC Leadership.

### **Data Utilization**

Works with principals and teachers to emphasize using data to support educational decision making.

Assists in the collection, analysis, and interpretation of data needed for planning, reporting, securing services, providing professional development, and making decisions.

### **Instructional improvement**

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.

Works with principals, regional coordinators, and teachers to improve student outcomes by building school capacity to integrate best practices in teaching, learning, and assessment.

Facilitates collaboration among teachers and staff in schools.

Provides professional development for GCS employees as indicated on the Department Improvement Plan.

Promotes the use of research-based practices in the identification, instruction, and assessment of students with disabilities.

Assists principals in recruitment, selection, and retention of highly qualified special education teachers.

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

### **Leadership**

Advocates for full participation of all students in school and community activities.

Increases effectiveness by fostering internal and external collaboration.

Establishes, facilitates, and maintains an on-going system of communication with school personnel and parents.

Provides leadership and attends departmental meetings in each region, as needed.

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## **COORDINATOR II – COLLABORATIVE COACHING**

Works with other district programs that are implemented at assigned schools, including Right Start and PBIS.

Develops and fosters partnerships with universities, businesses, organizations, community agencies, and neighboring school districts to enhance professional development opportunities for GCS personnel.

Works as a part of the district leadership team to foster positive connections among the district, schools, parents, students, community agencies and organizations, and the general public.

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

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

### **ADDITIONAL JOB FUNCTIONS**

Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

Bachelor's degree in Special Education (Masters preferred) or a related field and at least three years of successful teaching or related experience with students with disabilities; or any equivalent combination of training and experience that provides the required knowledge, skills, and abilities.

### **SPECIAL REQUIREMENTS**

Must hold a valid license issued by the NC Department of Public Instruction as a teacher in at least one area of disability with highly qualified status or as a related services professional.

### **MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS**

**Physical Requirements:** Must be physically able to operate a variety of equipment including computers, copiers, 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.

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## COORDINATOR II – COLLABORATIVE COACHING

**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.

**Language Ability:** Requires the ability to read a variety of correspondence, reports, forms, billing statements, etc. Requires the ability to prepare correspondence, reports, forms, evaluations, budgets, purchase orders, 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 descriptive statistics and statistical inference.

**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.

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## **COORDINATOR II – COLLABORATIVE COACHING**

### **KNOWLEDGE, SKILLS AND ABILITIES**

Considerable knowledge of federal and state statutes and regulations regarding provision of services to students with disabilities.

Considerable knowledge of the County and School Board policies, procedures and standards regarding exceptional children education.

Considerable knowledge of the principles and practices of testing and interpretation of test data.

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

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

General knowledge of the North Carolina Standard Course of Study.

Skill in providing leadership.

Ability to evaluate the effectiveness of existing programs and make recommendations for improvement.

Ability to work and communicate with diverse groups and organizations.

Ability to exercise independent judgment in determining eligibility, type of services to be provided, and placement of students with disabilities in the least restrictive environment.

Ability to develop and conduct presentations.

Ability to use common office machines and popular computer-driven 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 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.

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