

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: COORDINATOR I – CHARACTER DEVELOPMENT/SERVICE LEARNING**

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

Provides leadership in the design, implementation, coordination, facilitation and evaluation of the Character Development/Service-Learning Program in Guilford County Schools. The goal of the Service-Learning program is to provide students opportunities for positive action in their communities and schools that build positive character traits, civic responsibility and is directly linked to what they are learning in their classrooms. Under general supervision, performs a variety of administrative tasks in coordinating the successful implementation of district's Character Development Initiative, Service-Learning program, and curriculum as aligned with North Carolina Standard Course of Study. The coordinator works collaboratively with the offices of Student Services, Character Development, Curriculum and Organizational Development, and other GCS areas. Coordinates with media, PTA, organizations and various faith-based communities. Assesses the presence of character traits in current curriculum, practices, and standards present in GCS. Infuses the character traits into K-12 curriculum and other student services areas. Employee is well skilled in making effective oral presentations before large groups of people. Employee is able to effectively express ideas orally and in writing. Employee also provides professional development opportunities for all district personnel. Employee trains certified staff in developing strategies and techniques for assessing and increasing student achievement. Employee assists administrators with evaluating the effectiveness of initiative's implementation and develops strategies for instruction. Reports to the appropriate supervisor.

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

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

Develops and delivers staff development in the implementation of Service-Learning on a school-wide basis, and in the classroom. Training includes: the use of Service-Learning as an instructional strategy, what, why and value of character development curricula, relationship to the Standard Course of Study, Safe Schools, classroom and school-wide discipline, cultural diversity, and numerous strategies to build a sense of community, motivation, and achievement in the classroom. Audiences for these workshops include teachers, counselors, school administrators, teacher assistants, parents, students and support staff.

Assists with the overall training support for the Character Development Initiatives and Service-Learning programs and develops strategies for improvement; coordinates and provides Service-Learning staff development opportunities.

Develops and delivers workshops for parents, students, civic groups, faith groups and other community organizations.

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Keeps parents, administrators and community citizens informed about the district's Service-Learning initiatives and efforts to give students opportunities for positive action in their schools and community that is directly linked to what they are learning in school.

Develops and disperses Character Development marketing materials, i.e., posters, bookmarks.

Coordinate activities with community groups involving GCS and Service-Learning.

Oversees the development of Service-Learning lessons for classroom teachers.

Keeps up to date with Service-Learning practices in districts across the state and country.

Provides ongoing consultation and follow-up training in schools upon request.

Develops and delivers parent workshops in Service-Learning.

Communicates Service-Learning activities to the media.

Previews and evaluates various Service-Learning resources.

Coordinates with the Character Development core members for presentations to staff.

Attends various workshops, seminars, and conferences to continuously update professional knowledge.

Participates in regularly scheduled departmental meetings as required.

Collaborates with other curriculum & formative assessment coaches along with other departments as appropriate to provide an integrated program.

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

Independently and collaboratively create and plan course offerings for district personnel.

Advises the GCS Service-Learning Youth Council made up of high school students that have attended the Service-Learning Ambassador Training.

### **ADDITIONAL JOB FUNCTIONS**

Completes all reports, memos, documentation, and other necessary paperwork in a timely and professional manner.

Provides support for schools and regions.

Performs other related work as requested.

**MINIMUM TRAINING AND EXPERIENCE**

Master's degree in Education, Education Administration or a related certified area preferred. Experience as a teacher, with program coordination, supervisory experience, or any equivalent combination of training and experience which provides the required knowledge, skills and abilities. Experience as a teacher, with program coordination, supervisory experience, or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

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

**Physical Requirements:** Must be able to use a variety of equipment and classroom tools such as computers, copiers, typewriters, calculators, pencils, scissors, equipment for children with special needs, etc. Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Due to amount of time spent standing and/or walking, physical requirements are consistent with those for Light Work.

**Data Conception:** Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to 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 receiving instructions, assignments and/or directions from superiors.

**Language Ability:** Requires the ability to read a variety of correspondence, reports, handbooks, forms, lists, etc. Requires the ability to prepare correspondence, simple reports, forms, instructional materials, etc., using prescribed format.

**Intelligence:** Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.

**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; and to 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.

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**Manual Dexterity:** Requires the ability to handle a variety of office machines, etc. Must have minimal levels of eye/hand/foot coordination.

**Color Discrimination:** Requires 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 persons acting under stress.

**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 the North Carolina Standard Course of Study.

Considerable knowledge of the current literature, trends, and developments in the field of Service-Learning.

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 leadership and presentational skills.

Ability to develop innovative and effective Service-Learning 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.

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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.

General knowledge of daily routines of the classroom.

General knowledge of methods of adapting instruction, equipment and tools for children with special needs.

Ability to constantly monitor the safety and wellbeing of students.

Ability to motivate students.

Ability to maintain a clean and orderly environment.

Ability to perform general clerical duties.

Ability to maintain order and discipline in a classroom.

Ability to operate common office equipment.

Ability to maintain basic files and records.

Ability to understand and follow oral and written instructions.

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

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

### **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.