

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: COORDINATOR I – PERSONALIZED LEARNING INSTRUCTIONAL TECHNOLOGY AND INNOVATION

GENERAL STATEMENT OF JOB

Performs a variety of tasks as a school-based personalized learning environment facilitator with a specific focus on increasing student achievement. Assists teachers and administrators in the curriculum, instruction, assessment, and organizational goals of the school and district by providing collaboration, consulting, and coaching services in two assigned schools. Acts as a key member of the school's instructional leadership team working directly with the principal to provide targeted professional development to teachers and parents/guardians through demonstration lessons, face to face workshops, and instructional planning support. Position reports to the appropriate supervisor.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Develops and delivers professional development specific to increasing student achievement through the personalized learning environment. This includes assisting the curriculum facilitator on how the balanced literacy plan, reading/writing across the curriculum, writing standards, math standards, and benchmark assessments are used in the personalized learning environment.

Develops the process and training for school leaders, teachers, parents/guardians and community members in understanding the transition from a traditional learning environment to one that is responsive to the academic, behavioral, social and emotional needs of each child.

Attends and participates in regularly scheduled meetings throughout the school year for PLE facilitators from across the school district.

Is a member of the school's instructional leadership team and collaborates with other members of that team to provide a comprehensive approach to implementing curriculum, instruction, assessment and organizational goals of the school and district.

Assists in the implementation and continuous improvement revisions of the prioritized curriculum.

Assists teachers in efficient, exemplary instructional decision-making through reflective planning. Provides consultation on long-term teacher planning.

Provides presentations and workshops to small and large groups of teachers to accelerate the use of exemplary instructional practices to improve student achievement using PLE.

COORDINATOR I – PERSONALIZED LEARNING

Assists schools in clarifying achievement goals and focus.

Promotes teamwork and the use of data for planning.

Accelerates positive change in the school through collaborative relationships.

Provides individual and team conferencing with individual teachers, grade level teams, departments, and small groups across grade levels.

Provides demonstration lessons for teachers.

Assists in collecting and analyzing data for increasing student achievement.

Reviews, recommends and/or develops support materials to enhance personalized learning and achievement.

Provides requested classroom observation and offers feedback for improvement.

Provides information (documents, meeting, and responses to phone calls) for parents and community members about the personalized learning environment.

Participates in staff meetings and curricular meetings as designated by the principal and the Executive Director of PACE.

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

ADDITIONAL JOB FUNCTIONS

Performs other work related to school-based professional development as requested.

MINIMUM TRAINING AND EXPERIENCE

Bachelor's Degree and certification in education with extensive and successful work in curriculum and technology integration. At least 5-7 years' experience in classroom with evidence of exemplary practice in curriculum, instruction, and organization and/or any equivalent combination of training and experience which provides the required knowledge, skills, and abilities.

SPECIAL REQUIREMENTS

Must hold or be eligible to hold appropriate educator license issued by the North Carolina Department of Public Instruction.

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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, typewriters, calculators, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 20 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 assistants or subordinates.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, Requisitions, publications, etc. Requires the ability to prepare correspondence, reports, forms, records, surveys, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak to 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 a variety of technical or professional languages including counseling terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the theories of algebra, descriptive statistics, statistical inference and statistical theory.

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. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires the ability to differentiate between colors and shades of color.

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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 federal and state statutes and regulations regarding provision of services to all students including those with disabilities.

Considerable knowledge of the County and School Board policies, procedures and standards.

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.

Considerable knowledge of the Common Core State Standards and the New Essential Standards.

Skill in oral and written communication.

Skill in providing professional development to staff.

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 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 the 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.