

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: COORDINATOR I – SECONDARY LITERACY CURRICULUM

GENERAL STATEMENT OF JOB

Under general supervision, performs a variety of administrative tasks in coordinating the successful implementation of reading programs in the County school system. 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. Employee assists teachers with developing strategies and techniques for assessing and fulfilling the reading deficiencies of their students. Employee also assists teachers with textbook and other materials selection and provides teachers various tools and materials to aid instruction. Employee assists administrators with evaluating the effectiveness of reading programs in the school system and develops strategies for improvement. Reports to the appropriate supervisor.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Assists middle and high school teachers and curriculum facilitators with improving techniques of reading and English Language Arts instruction and improving overall student achievement; provides instructional strategies and various tools to aid the instructional process; observes teachers and provides feedback and/or demonstration lessons.

Assists with the overall evaluation of reading and English Language Arts programs in the system and develops strategies for improvement; coordinates and provides staff development opportunities.

Ensures teachers, principals, and curriculum facilitators are familiar with any changes to the North Carolina Curriculum regarding reading; designs curriculum, new course offerings and guidelines for student placement.

Serves ILT and other teacher performance appraisal teams as requested by principals.

Assists the school system with the acquisition of appropriate textbooks, teacher guides and other instructional materials and equipment.

Keeps parents, administrators and community citizens informed about reading programs in the school system; works with state, community, civic, business and university groups to resolve educational issues.

Schedules and conducts regular meetings for middle and high school school English teacher leaders as assigned and participates in regularly scheduled staff meetings as required.

Develops and models mastery lesson plans.

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Creates and/or contributes to the development of common assessments.

Assists schools in identifying appropriate re-teaching methods and strategies.

Assists with budget development in reading.

Develops a comprehensive five year plan for the district in reading.

Collaborates with other curriculum specialists to provide an integrated program.

If training in specific reading programs is necessary, provides support to teachers in their classrooms through coaching, modeling, and mentoring.

Meets regularly with curriculum facilitators and principals as necessary to discuss the reading program progress and needs.

ADDITIONAL JOB FUNCTIONS

Serves as a consultant to college and university teacher education programs.

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Bachelor's degree (Master's degree preferred) in reading or English Language Arts with extensive course work in education, and 5 to 7 years of teaching experience with program coordination experience; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

SPECIAL REQUIREMENTS

Must be certified to teach in the State of North Carolina. 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,

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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, 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.

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 reading rules, theories and principles that are used in reading education.

Thorough knowledge of the North Carolina State Curriculum as it applies to reading.

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

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

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

Skill in counseling and developing staff.

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

Ability to select appropriate and effective reading textbooks and other materials.

Ability to develop innovative and effective reading instruction materials.

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