

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: PROGRAM SPECIALIST - MISSION POSSIBLE**

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

Under the supervision of the Executive Director of Talent Development, Mission Possible Specialists will implement the strategies and guidelines outlined in the federal Teacher Incentive Fund Grant. Reports to the Executive Director of Talent Development.

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

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

Meet federal grant compliance guidelines

Conduct ongoing site-based needs assessments of program schools

Design and implement, in collaboration with school administration and faculty, a school improvement strategy

Write teacher training manuals for re-delivery by site-based teacher leaders

Provide need-targeted professional development to teaching faculty

Lead a group of site-based teacher leaders in analysis of data using EVAAS, hiring/recruiting practices, and best teaching practices

Utilize multiple forms of technology (software and hardware) to achieve student growth

Articulate program research and findings in the form of publication in national journals and presentations at national conferences

Coordinate with site-based administrators and Human Resources to recruit, screen and hire teachers to fill vacancies in a proactive manner

Work closely with both national and local evaluators to determine the effectiveness of grant activities in achieving improved student results

Provide coaching and targeted support to teachers for the purpose of increasing effectiveness

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Conduct regular Mission Possible Peer Observations for the purpose of providing feedback

Ensures that human, financial, and material resources are aligned to increase teacher effectiveness

Participates in regular professional development to improve knowledge and skills

Joins cross-functional training to build instructional capacity

Attend and present at local, state, and national conferences

Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

Masters degree in education preferred with a proven record of excellence as a classroom teacher (i.e. value added; portfolio of student achievement evidence, etc.) and experience as a staff development presenter.

### **SPECIAL REQUIREMENTS**

Must possess a valid teaching certificate from 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, copiers, calculators, 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, 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 subordinates or assistants.

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**Language Ability:** Requires the ability to read a variety of correspondence, reports, forms, strategic plans, etc. Requires the ability to prepare correspondence, reports, 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;

**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 algebra, 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.

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

Knowledge of teacher effectiveness indicators and research based frameworks

Highly developed presentation skills

## **PROGRAM SPECIALIST – MISSION POSSIBLE**

Knowledge of effective staff development models that lead to the successful development of effective teachers

Excellent oral and written communication skills

Considerable human relations and human development skills

Demonstrated leadership ability

Good technical skills with technology and presentation tools

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 plan and evaluate strategies for new teacher development

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.