

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: SPECIALIST I – LATERAL ENTRY

GENERAL STATEMENT OF JOB

Under the supervision of the Chief Human Resources Officer, Lateral Entry Specialists contribute to the development, coordination, implementation, and on-going evaluation of the Lateral Entry Program for the Guilford County Schools. Reports to the Chief Human Resources Officer.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

GRANT COMPLIANCE

Comply with federal grant guidelines and budgetary practices as outlined in EDGAR.

Collect data related to teacher recruitment, placement, staffing, retention, performance and attrition for analysis and synthesis in quarterly Annual Performance Reports for submission to the Federal Department of Education.

LICENSURE ADVISING

Meets with each lateral entry teacher hired (representing 55%+ of the entire population of new teachers hired each year) to review licensure options.

Collaborates with all local colleges and universities to stay abreast of current licensure program features and admission requirements.

TEACHER PREPARATION AND LICENSURE PROGRAM

Lead the state's only in-house licensure program for alternatively certified teachers.

Designs, writes technical training manuals for, and delivers over 300 hours of teacher licensure preparation coursework per year. This is inclusive of evening, weekend and summer training sessions.

Implements continual enhancements to program offerings based upon current research based strategies.

Screens, hires and trains master teachers who serve as co-trainers for teacher licensure courses.

Manages all logistics, curriculum development, and facilitation of curriculum for an annual Teacher Leadership Retreat for Alternatively Certified Teachers.

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Provides on-site coaching to a cohort of lateral entry teachers, monitoring and evaluating their progress through observations, data analysis and reflection.

Facilitates an online learning community for lateral entry teachers.

Evaluates annual skills progress portfolios which serve as a gateway to teacher licensure.

Collects and analyses data related to teacher effectiveness, recruitment, placement, attrition and advancement.

Recommends teacher for licensure by the Department of Public Instruction.

MINIMUM TRAINING AND EXPERIENCE

Masters degree in education and 10 or more years of successful teaching practice or equivalent experience. Knowledge of the lateral entry licensure process and unique needs of lateral entry teachers. Proven record of excellence as a classroom teacher (i.e. value added; portfolio of student achievement evidence, etc.) Experience as a staff development presenter.

SPECIAL REQUIREMENTS

Must possess a 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

Masterful knowledge of lateral entry licensure.

Highly developed presentation skills.

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

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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.