

**GUILFORD COUNTY SCHOOLS JOB
DESCRIPTION**

**JOB TITLE: SPECIALIST I - EQUITY &
INCLUSION**

GENERAL STATEMENT OF JOB

Under general supervision, performs a variety of tasks to assist in coordinating the successful implementation of diversity initiatives, programs, and curriculum as aligned with North Carolina Standard Course of Study. Employee should be well skilled in making effective oral presentations before large groups of people. Employee is able to effectively express ideas orally and in writing, and possesses skill and background in developing program and training content as appropriate to facilitate district needs. Employee coordinates the delivery of professional development opportunities for all district personnel as it relates to diversity strategies and techniques for assessing and increasing student achievement. Employee assists in developing multi-cultural strategies for instruction, participates in the implementation of these strategies, and assists administrators with evaluating the effectiveness of diversity initiatives. Reports to the appropriate supervisor.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Assists K through 12th grade teachers and administrators in developing multi-cultural instructional content for improving overall student achievement; provides instructional strategies and various tools to aid the instructional process.

Designs and develops curriculum for professional development and support in the areas of diversity, equity and inclusion.

Assists with the overall training support of diversity initiatives and programs and develops strategies for improvement; coordinates the delivery of ongoing and strategic staff development opportunities.

Provides follow-up and on-going assistance to teachers, curriculum specialists/facilitators and school based personnel with on-site diversity programs and initiatives.

Provides oversight, monitoring and evaluation of special initiatives (i.e., Achieving Educational Excellence for African-American Male Students) and pilot projects.

Keeps parents, administrators and community citizens informed about various diversity initiatives and provide instructive information and opportunities for recruiting for engaging their participation.

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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.

Provides training, support and advisory to student services staff in planning for programs, projects and initiatives that support equity and inclusion.

Assists school administrators in responding to crises and situations that occur sporadically throughout the district and is available to provide assessment, recommendations and support as needed for restoring order and safety.

Serves as a liaison to college and university teacher education programs Participates in various professional and community organizations Performs other related work as required.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Bachelor's degree with 3 to 5 years of experience in training and facilitation including program coordination and delivery of professional development; or any equivalent combination of training and experience which provides the required knowledge, skills, and abilities.

SPECIAL REQUIREMENT

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, 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

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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.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; and 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.

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

Considerable knowledge of theories and principles in specified content area or pedagogy in

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general.

Considerable knowledge of the North Carolina State Curriculum.

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

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 preparing and delivering presentations.

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

Ability to develop innovative and effective 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 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.