

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: SPECIALIST I - 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

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.

LEAD SCHOOL IMPROVEMENT INITIATIVES

On a regular basis, collaborate with the principals of highly impacted schools to assess and implement school improvement initiatives. This includes but it not limited to: coaching teachers, modeling best practices, analyzing student data, analyzing teacher effectiveness data, hand scheduling students based upon analysis of student and teacher data, identifying resources, leading grade and subject level meetings.

Develop and deliver highly technical standards-based professional development inclusive of but not limited to: the creating of facilitator and participant manuals, multi-media content, need targeted training for individual teachers and grade levels, professional development for teacher leaders, human capital management training for principals, district-wide teacher and classified personnel training, designing, coordinating and facilitating week-long annual Teacher Leadership Institute and Principal Leadership Institutes at an off-site location.

Lead groups of site-based teacher leaders in analysis of data using EVAAS, interpretation and

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application of the North Carolina Educator Effectiveness Standards and Evaluation Process, hiring/recruiting practices, and best teaching practices.

DISSEMINATION OF RESEARCH

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

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

Attend and present at local, state, and national conferences.

Communicate and advertise program effectiveness and impacts in a timely manner within the district and community.

Analyze research/data, document findings and interpret results to share with stakeholders.

HUMAN RESOURCES

Develop and implement school-based interview protocols.

Aid in re-staffing turnaround schools.

Support principals in recruiting, screening, interviewing and strategically staffing effective teachers in highly impacted schools.

MINIMUM TRAINING AND EXPERIENCE

Masters degree in education, 10 or more years of teaching experience with a proven record of effectiveness 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.

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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, 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.

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

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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.

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.

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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.