

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: SUPERVISOR I – AFRICAN AMERICAN MALE EARLY LITERACY PROJECT EDUCATIONAL PROGRAM SERVICES**

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

Under general supervision, the employee performs a variety of supervisory and administrative tasks in monitoring and assisting the African American Male Achievement Literacy Initiative in the Guilford County School System. Employee is responsible for coordinating the efforts of the district, school administrators, teachers, parents, and community groups to increase academic and civic excellence among African American male students as determined by the district. Employee monitors the overall effectiveness of the project with the use of collected data and ensures that all standards and procedures are implemented within state and local regulations. Employee is current with best practices and national models that positively impact African American male achievement. Employee reports to the appropriate supervisor.

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

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

Oversees implementation plan and delivers the GCS integrated African American Male Initiative strategies with demonstrable and measurable results. These include alignment with the new Common Core and Essential Standards curriculum, development of best practices for implementation throughout the district, and initiating and leading continuous staff development.

Collaborates with Research and Accountability.

Gathers data, maintains records, and assists with the overall evaluation of African American pilot program in the system. Utilizes short term and long term data to determine effective strategies for project implementation and increasing achievement.

Provides updates on implementation, data collection and analysis, teacher feedback, and implementation process.

Recognizes and provides strategies to build early literacy achievement, especially among African American male students.

Serves as GCS representative on African American Male Achievement Initiative matters.

Coordinates and provides a variety of professional development opportunities for selected schools in the pilot program.

Plans, schedules, and conducts content and/or grade level meetings in collaboration with school administration and the curriculum facilitator.

Provides support to teachers in their classrooms through coaching.

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Assists teachers with developing strategies and techniques for assessing and addressing the deficiencies of their students.

Helps schools analyze data and identify appropriate re-teaching methods and strategies with specific focus on African American males.

Collaborates effectively with the Executive Director of K-8 Curriculum and Instruction and English Language Arts Curriculum Specialists to provide guidance and assistance in meeting GCS objectives and literacy goals.

Collaborates effectively with the Office of Equity and Inclusion to provide guidance and assistance in meeting attaining successful outcomes for African American males.

Assists the district with the selection of appropriate instructional materials to aid achievement with specific focus on instructional materials relevant to African American males.

Provides guidance and leadership in the development of conferences, workshops, and-projects-

Assists in the alignment and monitoring of the project's budget.

Cooperates to develop and present an annual African American Male Achievement Initiative report for Board of Education, Superintendent, and the public.

Disseminates implementation results of African American Male Initiative to neighboring LEAs at conferences, webinars or through LEA collaborations.

Reviews and evaluates schools' plans linked to the performance of African American male students (school improvement plan, Title I plan, regionally-designed plan).

### **ADDITIONAL JOB FUNCTIONS**

Coordinates and communicates effectively with on-site school administrators to implement and monitor effectiveness of project and African American male student achievement.

Collect, analyze, and utilize data to progress project and African American male student achievement.

Report periodically on all issues regarding the African American Male Achievement Initiative to the Executive Director of K-8 Curriculum and Instruction and other key stakeholders.

Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

Master's degree in Education or a related field, and 5 to 7 years of experience as a program administrator; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities. In-depth understanding and knowledge of early literacy

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skills, reading processes, acquisition, assessments including universal screeners, progress monitoring tools, data collection and analysis as well as literacy pedagogical practices.

### **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, 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.

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**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 the current literature, trends, and developments of African American students and specific to males.

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

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

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, coaching 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 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.

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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.