

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: DIRECTOR I – NEW TEACHER SUPPORT

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of professional and administrative tasks in directing school system mission and goals in Induction and Success Department. Work involves planning and providing an induction and training program for district staff; employees in the department; and maintaining files and records related to beginning teachers and mentors. Also performs a variety of supervisory and administrative tasks in planning and directing the overall professional development of beginning teachers, lateral entry teachers, mentors and new teachers to the district. Is responsible for assessing system-wide staff development needs for beginning teacher program, setting specific goals; developing training programs to meet specified needs, evaluating the effectiveness of implemented programs, and overseeing the maintenance of Beginning Teacher Support Program Monitoring, etc. Employee assists the Curriculum and Instruction staff with developing and evaluating current instruction programs as they relate to induction and success, as well as developing strategic plans for the system in this area. Reports to the Executive Director of Organizational Development and Induction.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Supports the Executive Director with the alignment of Induction and Success Program to District's Strategic Plan, Vision, and Mission and School Board values. Utilizes relevant research, surveys, aggregate evaluation ratings and other sources of feedback to support Induction and Success efforts designed to increase employee and District capacity in providing for student academic growth and achievement.

Plans, develops, and coordinates induction programs, district-wide orientation/onboarding, training in District policies and procedures, monthly Right Start (New Employee Training) seminars, and the work of Induction Support Coaches for first, second and third-year, beginning teachers.

Maintains appropriate documentation for district and state-required expectations for beginning teachers, lateral entry teachers, and mentors in the district.

Collaborates with principals to develop support plans for beginning teachers and conduct informal observations of beginning teachers.

Collaborates with district offices to develop induction processes.

Plans, develops, and coordinates a mentoring program for beginning teachers, that includes conducting orientation and training for mentors including training in "Mentoring North Carolina's Novice Teachers." Supports principals in the selection and assignment of mentors. Maintains accurate records on mentors in the district.

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Responds to requests for data and information from GCS schools, departments, and administrators, providing timely and collaborative service; and makes oral and written presentations of data and analyses, as requested.

Collaborates with colleagues across the district to conduct various projects and produce reports; and serves on district-wide committees and teams as needed.

Plans and leads regular meetings for Indication and Success department that include data reviews of current offerings, participation and evaluations.

Reads professional journals and research papers; attends seminars, conferences, webinars, and workshops to maintain and update professional knowledge about trends and developments in educational research and data analytics; assists department personnel in keeping abreast of trends and developments in research and evaluation theory and practice; maintains updated knowledge of current state and federal mandates and priorities as they relate to assigned responsibilities.

Manages operations of the Induction and Success Department, supervises staff, and conducts employee evaluations; assists with recruitment, selection, and training of personnel and makes recommendations for personnel placement, assignment, retention, discipline, and dismissal. Supervises the maintenance of records, reports, inventories, and documentation of costs in order to assist in budget preparation and to ensure the fiscal responsibility of the department.

Other duties and responsibilities may be assigned as appropriate by the Executive Director for Organizational Development and Assistant Superintendent of Curriculum, Instruction, and Professional Development.

ADDITIONAL JOB FUNCTIONS

Performs special projects as assigned by the Executive Director for Organizational Development.

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Master's degree in Education, and 5 to 7 years of experience teaching including program coordination; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

SPECIAL REQUIREMENTS

Must maintain a valid North Carolina Educator's license. 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, and pull or otherwise move objects. 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 receiving instructions, assignments, or directions from superior.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, articles, proposals, manuals, legislation, graphs, charts, etc. Requires the ability to prepare correspondence, reports, forms, charts, graphs, statistical analysis, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak to 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 a variety of technical and professional languages including psychometric, statistical, and educational research terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the theories of algebra, descriptive statistics, statistical inference, and statistical theory.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width, and shape.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires 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 persons acting under stress.

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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 Guilford County Schools Strategic Plan, GCS mission, core values, vision, goals and implementation strategies.

Thorough knowledge of program guidelines and professional standards related to educational research.

Considerable knowledge of the current literature, trends, methods, and developments in the area of professional development and indication and success.

Considerable knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state, and local laws, rules and regulations.

Collaborates with other departments as appropriate to provide an integrated program.

General knowledge of the principles of organization and administration.

Skill in designing data collection instruments such as surveys.

Ability to maintain complete and accurate data records and to develop meaningful reports, charts, graphs, and statistical analyses.

Ability to express ideas effectively, both orally and in writing, and to make effective oral presentations before groups of people.

Ability to establish and maintain effective working relationships.

Ability to utilize time effectively and prioritize tasks.

Ability to work effectively as a member of a high-functioning team.

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.