



- i. Demonstrate knowledge of research-based instructional practices;
- j. Collaborate with teacher teams to set goals to improve instruction, including grade level coordinators at the elementary level;
- k. Serve as a resource to the administration and teachers of instructional strategies and materials to address diverse literacy needs;
- l. Provide, secure, or plan staff development to ensure teacher knowledge and research-based strategies;
- m. Work collaboratively with the building principals to facilitate a schedule to support collaborative planning;
- n. Build school capacity by encouraging and supporting teacher leadership;
- o. Serve as a resource to leadership teams within the school district;
- p. Meet regularly with teams and principals to review student assessment data and assess progress toward grade level, building, and District goals;
- q. Supervise the education process for all students that receive home education;
- r. Plan and facilitate Department Chair and Assistant Chair meetings;
- s. Assist with the development of the curriculum and instruction budget;

### **SUPERVISION**

- a. Conduct formal observations and supervise staff in differentiated supervision modes;
- b. Assist with the supervision of non-tenured teachers;
- c. Participate in the hiring process where appropriate; and
- d. Assist with focused supervision plans as directed.

### **ASSESSMENT AND DATA**

- a. Coordinate the District's local assessment program;
- b. Coordinate the state assessment program with the Assistant Superintendent;
- c. Assist teachers in all content areas in the analysis and use of assessment data to inform instruction;
- d. Meet with departments and principals to review student assessment data and assess progress toward department and building goals;
- e. Provide or secure staff development to increase teacher knowledge of assessment data resources;
- f. Participate in school and district wide data review meetings to develop action plans to address needs;
- g. Collaborate with classroom teachers to develop and/or revise benchmark assessments.

### **INSERVICE PLANNING AND TEACHER TRAINING**

- a. Collaborate with department chairpersons, grade level coordinators, instructional coaches, teachers, administrators and other personnel to identify professional development needs as evidenced by achievement data;
- b. Collaborate with departments or grade levels to set goals to improve instruction;
- c. Orient and train staff on programs and practices through the Induction Program.
- d. Communicate with the Assistant Superintendent regarding professional development needed to improve instruction;
- e. Serve as the chairperson for the Elementary Language Arts committee;
- f. Serve as the co-chairperson for the Wellness and Professional Development Committee with the Director of Buildings and Grounds;
- g. Collaborate with the Director of Technology and the Assistant Superintendent to plan and deliver training when technology is infused within or supports instruction

## **ORGANIZATION**

- a. Conduct monthly staff meetings with instructional coaches and quarterly meetings with grade level coordinators to provide on-going communication and coordination of programming and initiatives;
- b. Submit the required information for the Title III consortium or ESL state reporting.
- c. Regularly attend department and building committee meetings;
- d. Participate in the development of Federal Programs applications;
- e. Coordinate Title I Parent Involvement activities;
- f. Coordinate summer school programming and staffing;
- g. Act as the Kindergarten Transition Coordinator;
- h. Participate in the District Improvement Committee;
- i. Lead department efforts to carry out the Comprehensive Plan;
- j. Maintain active membership in appropriate subject area professional organizations

## **MISCELLANEOUS RESPONSIBILITIES**

- a. Perform other duties as directed by the Assistant Superintendent.

## **WORK ENVIRONMENT**

- a. Office, schools, meeting areas

## **ATTENDANCE**

- a. Regular attendance is required. Persistent absence, and/or leave without pay, is grounds for dismissal.

## **PHYSICAL DEMANDS**

- a. Frequent travel to school district buildings.
- b. Frequent walking throughout various areas.
- c. Often sitting at a desk for extended periods.
- d. Standing for limited periods of time.
- e. Moderate moving from 15 to 50 pounds.
- f. Some carrying – up to 50 pounds.
- g. Manual dexterity to use office equipment.
- h. Repetitive movement of fingers and hands for keyboarding.

## **SENSORY ABILITIES**

- a. Visual acuity to read correspondence and a computer screen.
- b. Auditory acuity to be able to use telephones, interview job candidates, conduct staff meetings.
- c. Ability to speak clearly and distinctly.

## **TEMPERAMENT**

- a. Must appropriately handle confidential information as required by State and Federal regulations.
- b. Must be courteous and able to effectively manage people.
- c. Must be able to interact well with various publics and individuals.
- d. Must be able to work as a manager and member of a team.
- e. Must be cooperative, congenial and service-oriented, and promote these qualities in the department.

## **COGNITIVE ABILITY**

- a. Ability to follow written and verbal directions and give direction to others.
- b. Ability to create and delegate assignments.

- c. Ability to complete assigned tasks with minimal supervision.
- d. Ability to read, write and do complex computations.
- e. Ability to use correct grammar sentence structure and spelling.
- f. Ability to compose clear, concise sentences and paragraphs.
- g. Ability to organize office setting to efficiently accomplish tasks.
- h. Ability to work independently and make work-related decisions.
- i. Ability to exercise good judgment in prioritizing tasks, and directing staff.
- j. Ability to communicate effectively at all organizational levels.

#### **SPECIFIC SKILLS**

- a. Ability to operate office equipment.
- b. Must appropriately handle confidential information.
- c. Ability to manage a department with varied changing, service demand.

#### **LICENSE**

- a. Valid Driver's License

#### **COMMENTS**

- a. The job duties may be performed in a manner other than stated. The job will require the performance of other duties related to the essential functions as assigned. The employer may change the descriptions as jobs are analyzed and modified.
- b. The position holder must be able to accomplish the performance responsibilities with or without reasonable accommodation. It is the responsibility of the employee to inform their Supervisor of any and all reasonable accommodation requests.
- c. The position specifications described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The information contained in this job description for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

*The Big Spring School District is an equal opportunity employer.*