



COORDINATOR CURRICULUM – SECONDARY ENGLISH

GENERAL RESPONSIBILITIES

Under the guidance of the Executive Director, Secondary Teaching and Learning, the coordinator is responsible for providing leadership, alignment, coordination and delivery in the development and improvement of the curriculum program for the school division. The coordinator ensures that resources are available for teacher and student use and provide the necessary staff development and instructional coaching for effective implementation of the assigned instructional program.

ESSENTIAL FUNCTIONS

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Serve as the point person for division-wide initiatives in the content area assigned.
- Develop and update 6-12th grade instructional materials including but not limited to curriculum guides, objectives and content specification documents, learning plans, parent/student documents, assessment instruments, digital resources, and data analysis.
- Provide guidance in the selection of textbooks, textbook adoption committees, and other instructional materials and equipment for the assigned program.
- Maintain a basic and supplementary list of instructional materials and partner with Distribution Services to manage deliveries and classroom materials transfers.
- Prepare and monitor the program's digital resources, materials, textbook, and general budget.
- Develop and build assessments in the division's learning management system, review and analyze balanced assessment data for the assigned program 6–12 to inform professional learning, instructional coaching, curriculum development, and monitor progress toward division goals.
- Participate in and help facilitate collaborative meetings (e.g., PLCs) and participate in school support meetings to provide guidance and data analysis for diagnostic assessments and division assessments 6-12th grades.
- Analyze and interpret assessment data to inform SOL remediation plans and provide remediation support, as needed.
- Participate in the state academic review processes for the state to ensure any school in need of support in maintaining accreditation is effectively supported in the process.
- Develop and facilitate teacher, teacher leader, and principal professional learning in the content area, assessment practices, and effective instruction aligned to the Teaching and Learning Framework.
- Review digital resource and consultant requests to ensure the content of resources and presenters is aligned to the standards and to the division's Strategic Framework.
- Monitor the effectiveness of instructional coaches and provide feedback to enhance their practice.
- Work collaboratively with K-12 coordinators to develop short and long-term goals for the curricular area with an emphasis on K-12 alignment and articulation.
- Support and work collaboratively with principals and teaching staff to effect horizontal and vertical continuity and articulation of the instructional program throughout the division.
- Provide ongoing instructional coaching and professional learning for teachers, teacher assistants, instructional coaches, and administrators in the content area in addition to social-emotional integration.
- Observe teachers as requested by building administrators and provide immediate feedback to enhance instructional planning and delivery practices.
- Work collaboratively with staff members in the Department of Teaching and Learning and other departments, as assigned.
- Work collaboratively with team members and principals of assigned schools to support each school's Plan for Continuous Improvement and the division's Strategic Framework.
- Update and maintain the program's Web site and Learning Management System (LMS) to communicate, provide professional learning, and organize curriculum and assessment materials.
- Serve on a variety of local and state committees, representing the school division in educational projects and initiatives.
- Stay abreast of the most current research in the content area, instructional coaching, leadership, social-emotional learning strategies, and equitable practices.
- Perform related work, as required.



KNOWLEDGE, SKILLS, AND ABILITIES

Must possess a thorough knowledge of the principles and practices; of curriculum, instruction, and assessment; comprehensive knowledge of specialty area; knowledge and effective skills textbook selection, curriculum development and budget development. Must have the ability to analyze information and evaluate results to choose the best solution and solve problems; ability to guide and train teachers in effective instructional techniques and strategies; ability to develop and present ideas effectively, orally and in written form; ability to establish and maintain effective working relationships with school administrators, teachers, staff, and the public.

EDUCATION AND EXPERIENCE

Required: Master’s Degree in education administration and five (5) years of teaching experience. Certification in Administration and Supervision PreK-12-Central Office Only or Administration and Supervision PreK-12.

Preferred: Master’s Degree or endorsement in the content area in which the coordinator leads.

A comparable amount of training and experience may be substituted for the minimum qualifications.

PHYSICAL REQUIREMENTS

Must have the use of sensory skills to effectively communicate and interact with other employees and the public using the telephone and personal contact as normally defined by the ability to see, read, talk, hear, handle or feel objects and controls. Frequent sitting, walking, bending, grasping, fingering, repetitive motion, and reaching. Occasional standing, stooping, crouching, and driving. Ability to lift up to 20 pounds frequently and up to 50 pounds occasionally. Requires timely and regular adherence to established work schedules.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.

SPECIAL REQUIREMENTS

Possession of a valid driver's license.

Regular and reliable attendance is an essential function of this position.

FLSA Status: Exempt	Description: 3/09, 7/20, 5/22
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