

**Job Title:     Coordinator of Curriculum, Instruction, and Assessment**

**Definition:**

The Coordinator, under the direction of the Director of Curriculum, Instruction, and Assessment (CIA), will provide training, consultation, and support to administrators, teachers, and school-based leadership teams to facilitate implementation of CIA goals and objectives through a Multi-Tiered System of Supports (MTSS) framework. Activities include observation and feedback, modeling, interpreting data and other supportive assistance necessary to implement the Multi-Tiered System of Supports and support math and literacy initiatives throughout the district.

**Essential Job Duties:**

The following tasks are essential for this position. Incumbents in this classification may not perform all of these tasks, or may perform similar related tasks not listed here.

1. Support site leadership with the implementation of MTSS initiatives, intervention classes and programs.
2. Attend, provide data, and participate in Student Study Team (SST) Chair meetings as appropriate. Support oversight of SST chairs.
3. Help to identify and implement academic and Social Emotional Learning (SEL) assessments to identify students who are eligible for additional supports and services.
4. Coordinate and manage grants and initiatives as needed.
5. Provide training to sites on the district MTSS framework.
6. Support and guide the vision, direction, and work of the MTSS Leadership Team.
7. Review site and district student achievement and assist with placement of students in most appropriate reading, writing or math interventions and classroom support services.
8. Assess student progress on a regular basis; organize data and create reports quarterly. Provide ongoing feedback and information to sites, parents, and staff.
9. Assist sites with software and technology based programs related to interventions.
10. Work collaboratively in Professional Learning Communities with the classroom teachers, paras, instructional coaches, and other administrators on the best ways to meet the needs of at-risk students.
11. Provide support to administrators and teachers with the implementation of effective MTSS practices and classroom support personnel.
12. Help sites to create and maintain classroom/literacy labs that support evidence-based programs.
13. Provide leadership in the identification and implementation of instructional practices, delivery systems, and formative assessments that maximize student growth in reading and math.
14. Provide district-wide professional development for instructional staff in reading pedagogy and disciplinary literacy.
15. Provide leadership in a wide range of reading assessments, analysis of reading assessment data, and reading intervention programming.
16. Support the curriculum renewal and evaluation process for literacy PK-8, with alignment to California State Standards and/or other appropriate benchmarks and standards.
17. Facilitate district-wide reading, math and other curricular meetings.
18. Assist principals in implementing literacy and math programming.

**Job Title:     **Coordinator of Curriculum, Instruction, and Assessment****

19. Provide coaching and support in math and reading instruction for instructional coaches and classroom teachers.
20. Stay current on research and best practices in the areas of math and reading pedagogy.
21. Communicate with stakeholders regarding the district's math, reading and MTSS program.
22. Perform other related duties as directed by the Director.

**Minimum Knowledge, Skill and Ability:**

**Knowledge of:**

- Principles, theories, methods, techniques and strategies pertaining to teaching and instruction for PK-8 students
- Professional Learning Communities and data based instructional planning
- Strategies for teaching reading, math, and writing, including specialized training on evidenced-based methods
- The MTSS framework and effective strategies for systemic implementation

**Skill and Ability to:**

- Collaborate, as needed, with appropriate district personnel regarding students who are eligible for intervention
- Participate in professional development focused on the delivery of specialized instruction
- Provide effective learning experiences for students with a wide range of socio-economic and cultural backgrounds
- Utilize appropriate technology devices and digital instructional programs
- Provide direct service and/or support for after school tutoring and enrichment

**Training and Experience**

- California Administrative Credential
- Master's Degree from an accredited college or university
- Minimum five (5) years teaching experience
- Reading Specialist certificate or authorization preferred
- Experience in providing professional development to adult learners

**Physical Requirements and Working Conditions:**

- Require vision (which may be corrected) to read small print
- Require the mobility to stand, stoop, reach and bend. Require mobility of arms to reach and dexterity of hands to grasp and manipulate small objects
- Is subject to inside and outside environmental conditions
- May be required to take and pass a physical examination
- Will be required to have live scan fingerprinting completed and cleared prior to beginning work
- Must have a valid California driver's license and be insurable
- Utilize own vehicle for transportation as needed

**Job Title: Coordinator of Curriculum, Instruction, and Assessment**

**PHYSICAL REQUIREMENT INFORMATION**

<b>Physical Demands:</b>	<b>HPD = Hrs. Per Day</b>		
	Rarely (0 – 1.5 HPD)	Occasionally (1.5-3 HPD)	Frequently (3 – 6 HPD)
Sitting	X		
Standing			X
Walking		X	
Bending (neck)	X		
Bending (waist)	X		
Kneeling	X		
Reaching	X		
Stooping	X		
Crawling	X		
Twisting (back & neck)	X		
Climbing	X		
Pushing/Pulling	X		

	<b>Lifting</b>			<b>Carrying</b>		
	Rarely (0 – 1.5HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)	Rarely (0 – 1.5HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
0 – 10 lbs.	X			X		
11 –25 lbs.	X			X		
26 –50 lbs.	X			X		
51 –75 lbs.	X			X		

<b>Mental Demands:</b>	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently(3 – 6 HPD)
Problem Solve			X
Make Decisions			X
Supervise	X		
Interpret Data		X	
Organize			X
Write		X	
Plan			X
Multi-Task			X

<b>Equipment Use:</b>	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
Telephone	X		
Copier	X		
Computer			X
FAX Machine	X		
RADIO	X		